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Table of Contents

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Certainly, as you look over the table of contents of this issue of your JOURNAL, you will find something to help you solve the problems now on your mind. What about biology, speech therapy, guidance, poverty, the assembly, general science, English, religion, spelling, geography, arithmetic, history, art, drama, new books? Yes, it is a fact that all of these subjects are represented in THE CATHOLIC SCHOOL JOURNAL for October, some of them several times — and these do not entirely exhaust the list of subjects discussed in these 40 pages. These are your problems discussed by your fellow teachers.

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The CATHOLIC SCHOOL JOURNAL

Vol. 41 OCTOBER, 1941 No. 8

Biology in the Catholic High School

Brother H. Gregory, F.S.C.

THE Catholic high school aims to develop citizens, well trained in a knowledge of God, and in their duties to Him, to their neighbor, and to their country. This is the central idea about which the entire curriculum should be built. Those subjects, and those alone, which further this aim should have any place in the course of studies offered in the Catholic high school. It is, then, often a source of wonder to find the curriculum cluttered with courses which apparently have no other purpose than to enable the student to obtain a diploma with a minimum of effort, while some essential subjects are conspicuous by their absence. Biology is one of those essential subjects for which some of our schools can find no place.

The Naturalism of the Day

Others have not been slow to realize the value of biology in shaping the minds of the young, and have used it freely in spreading the cult of naturalism. They have already succeeded in poisoning the minds of a great number of young men and women. This is readily seen when we examine the perverted ideas that many of them have concerning the origin and end of living things in general and of man in particular. It is high time that we begin to ask ourselves what are we going to do about it.

The youths of today are extremely curious. The what, how, and why of life occupy a considerable portion of their waking moments. They want these questions answered for them. If we fail to give them the answer, they will naturally seek it elsewhere, and run the risk of becoming imbued with the naturalism of the day.

Biology is like a toxin. Accidentally acquired, or administered by quacks, it may lead to death. In proper doses, and in the hands of a competent physician, it may result in immunity to disease. So, likewise a knowledge of biology acquired through the reading of books filled with atheistic principles, or at the feet of a professor who expounds such principles, may lead to the death of the soul. On the other hand, when obtained from competent teachers who are profoundly aware of God's place in the universe, such knowledge may result in immunity to the disease of naturalism.

The Church depends on her teachers to bring up her children in the faith which God gave to them. They must train their pupils to meet any danger to their faith, just as the training officers in the army must prepare the recruits under them to meet all the attacks of the enemy. Now, if we are to prepare our students to withstand the onslaughts of naturalism, we must furnish them with an adequate knowledge of the principles of nature and of God's place in nature.

Study of Nature a Stimulus to Spiritual Growth

Brother Noah in his excellent treatise, *The Management of Christian Schools*, says, "the love of nature, of her beauty, her wealth, may become a powerful stimulus in the growth and development of the spiritual sense." This is precisely what the Christian teacher is trying to develop in his students. It is an old axiom that we cannot love that which we do not know. In seeking to impart this knowledge to the student, the biology course becomes, then, one of the principal aids of the religion course. The student is familiarized with nature and, when taught by the Catholic Priest, Sister, Brother, or laymen, this knowledge is supernaturalized, and God is given his rightful place as the Supreme Author and Director of life. This provides us with a force, second only to religion itself, to serve as a guide to conduct. It is plainly our duty as Catholic educators to provide such instruction to our pupils. We are depriving them of information that is vital to the development of their spiritual life, and exposing them to the risks of falling an easy prey to the arguments of materialists and agnostics, when we fail to provide a place in the curriculum for instruction on the physical basis of life.

Developments of Habits of Observation

If we are to develop leaders from among our students, it is necessary that we do everything possible to train them to *think clearly* on topics of everyday life. Now, in order to think clearly on any topic it is first essential to *see* clearly the points at issue. This is one of the ends fulfilled by the biology course. It teaches the student to be observant, and really to see what he looks at. For example, there is perhaps no animal with which anyone is more familiar than the fly. Everyone has looked at millions of them, yet relatively few see them. Ask your students a few simple questions such as, "How many legs has a fly?" or, "How many wings has a fly?" and you will learn quickly how few people take the trouble to see what they look at. This haphazard method of looking at things is carried over into other activities in life. We cannot expect people to become thinkers, unless they are first trained to see clearly the problems that they are supposed to be thinking about. It is not the contention that biology is the only subject that trains students to see facts clearly, but it certainly furnishes a more efficient training than many courses now in the high school curriculum.

The Defense Program

National defense is now the dominant topic of the day. One of the questions often raised is, "What can the Catholic high school do for national defense?" When all the answers are finally boiled down, they amount to this: Intensify the work that you are already doing, and turn

out young men and women who are mentally and physically fit. Now the question arises as to whether at the present time, the Catholic high schools are doing anything to increase the physical fitness of their students. A few of those already physically fit are given athletic training, that has a doubtful value in maintaining their physical fitness. The vast majority of students, and incidentally it is in this group that most of the physically handicapped are found, are left to shift for themselves. The introduction of a course in biology, which included training in hygiene, dietetics, etc., would be one way (and a very good way) in which our high schools could contribute their share toward national defense.

The Preparation of Teachers

If the students are to obtain all the benefits of the biology course, it is essential that the teacher have the proper ethical and biological background. Certainly teachers with the proper ethical background are not hard to find in our schools. However, it is quite possible that the supply of teachers with an adequate biological background is not sufficient. This need not be the case, however, as the Catholic universities in this country have given every encouragement to the study of biology, and many of them have established courses specifically intended to train Catholic high school teachers. There can be no adequate excuse, then, for a lack of excellent teachers of biology. We have them for the other branches, why not for biology?

Just how many hours of biology, and what courses constitute an adequate preparation to teach biology? The North Central Association demands a minimum of 15 credit hours of work for any teacher of the subject. This is the minimum, and the teacher with barely the minimum qualifications is seldom an efficient teacher. It is recommended that, wherever possible, the prospective teacher have a knowledge of the following subjects: general zoology, comparative anatomy, general botany, plant physiology, microscopic technique, human physiology, general bacteriology, and genetics. This would mean about 35 credit hours of work. Since at least an A.B. degree is required in order to teach in most of our high schools, anyone with a major in biology would have these courses.

A Suitable Textbook

Another point to consider, if the biology course is to be effective, is the question of the textbook. It must be Catholic, or at least Christian, in its outlook. Until recent years there was no adequate Catholic textbook, and this may well have been a factor in determining whether biology would be taught. Now, however, several fine textbooks by Catholic authors have been published, and they are remarkably Catholic in tone, as a few excerpts will suffice to show:

"Man is a creature traveling through creatures to God."

"Laws govern the workings of nature. In any living organism these laws are the expressions of God's intellect."

Similar expressions occur frequently in these texts; it should not be necessary to quote more than these to illustrate not only the Catholic tone of the books themselves, but also the practical religious applications that can be used by any zealous teacher of the subject matter of biology. Can you think of any other subject in the high school curriculum for which you could find a textbook with similar reference to God and man's duty to Him? Can you think of another subject, religion excluded, of course, in which the teacher could make such applications without going out of his field?

Cost of the Biology Course

One of the objections offered most frequently to the adoption of biology is the cost that such a course would involve. If it were a question of a college course in zoology or something equally advanced, the necessity for costly equipment might make the objection valid. For a high school course, however, it is difficult to see the validity of the claim. The same schools that offer this objection to biology do not hesitate to equip physics and chemistry laboratories at a much greater cost than the biology laboratory would require. Why it seems more important that the student should have a knowledge of inanimate objects but quite unnecessary that he have an understanding of life processes is difficult to comprehend.

As soon as the subject of biology is broached, however, most minds begin to conjure up visions of row upon row of microscopes and similar equipment, most of which look nice in the high school laboratory but are highly superfluous. High school students, in most cases, make very little use of microscopes. A good microscope projector (a very good one can be purchased for about $150) and one microscope (about $75) will be of much more value to the teacher. The student will usually get more out of the lesson if the material is projected upon the screen, and the noteworthy features pointed out by the teacher, than if he were to attempt to find them himself under the microscope. This method has the advantage that the teacher knows that the student has actually seen the material in question, a point that is often doubtful when the student uses a microscope.

It is not necessary to have immense quantities of prepared material on hand in the laboratory. Biology is the science of *life;* the more living material available for study, the more the students will get out of the course. Even the most crowded city environment is usually full of living specimens that can be obtained by just going out and picking them up, and the teacher who is so fortunate as to be located in a rural district will have no trouble at all in securing ample material. A vacant lot, the school lawn, a small lake or stream in the vicinity will yield thousands of protozoa, snails, clams, insects, and worms, not to mention the birds, trees, and other plants that may serve as material for study the year round.

Cost? For $300 you can equip a biology laboratory that will function for years. Nature itself furnishes you with the material needed. Student projects will furnish all of the prepared mounts necessary. A warning should be given here about too much of this type of material. The biology laboratory should be a vivarium, not a morgue. If the student is to get the full value out of the course, he must work, as much as possible, with live material, not with something that has long since given up the ghost in a preserving jar.

It is not even necessary that there be a special laboratory set aside for biology. Most of our schools are equipped with physics or chemistry laboratories that can be used equally as well for biology.

Biology for Every Catholic High School

It is by no means the author's intention to imply that nothing is being done in our Catholic high schools to meet the need for instruction in biological principles. The schools where biology is taught, however, are few, and for the most part confined to the larger cities. This in itself is a paradox, as the rural school has many advantages, from the biological point of view, over the school in the large city. There is a pressing necessity at the present time, however, that such instruction be given in *all* of our high schools. It is one of the subjects which contribute most to the fulfilling of the aim of the Catholic high school, and it has a right to a place on the curriculum of every one of them.

Summary

The biology course deserves a very definite place in the Catholic high school curriculum for:

1. It furnishes an excellent medium by which we can counteract the naturalism of the day by bringing home to the students God's place in nature;
2. The study of nature is a powerful stimulus to the growth of the spiritual sense;
3. It trains the student to see what he looks at, and to draw general conclusions from particular facts;
4. It partially fills the need of a national defense program in the Catholic high school.

Biology can be introduced into the curriculum at a negligible cost for there is no necessity for a great deal of high-priced equipment, and specimens for study may be obtained in almost any vicinity, by the teacher himself. Let us hope that the day will soon come when biology is a required course in every one of our high schools. The recent publication of Catholic texbooks in biology should hasten this day.

Speech Therapy in the Classroom

William R. Duffey, M.A.

EDITOR'S NOTE. This is a general informational article to help the classroom teacher to understand the problem of speech correction, the need for special diagnosis and treatment, and her own limited responsibility except to locate and refer to proper authorities the children in her class with speech difficulties and speech defects.

WITHIN the memory of many classroom teachers speech correction has become a unit of instruction in a university. The establishment of such an organization did not come primarily from an awakening to the social disadvantages of speech defectives in college. Rather, the realization that defects and disorders of speech, present on all levels of education, and constituting a serious civic as well as personal problem, caused the progressive university and teacher-training college to offer facilities to candidates for degrees in special education.

Duties of the School

Some educators, well schooled in the defense of a curriculum which stimulates the normal student to cultural attainment, have become fearful of social and educational reforms that seek to help the less fortunate. Where emphasis on special education has been a detriment to the normal and the gifted, the error sometimes came from confused educational objectives. Some colleges, while offering a curriculum and a method of teaching as fundamentally directed toward the development of character, better thinking, better judgment, and better living, still, for financial and sometimes social reasons, did accept certain students poorly equipped in talent and impoverished from an inadequate environment. These students, while benefiting from the training prescribed for the select and gifted student, demanded specific aids, particularly for the problems of speech and social adjustments. Even now, on a college level, some procedures of special education are forced upon the college administration for the good of the less fortunate student. So far as speech is concerned, no superficial solution by elocutionary training is acceptable either to the student or to the administration.

The general school system noticed the speech problem before the university was aware of it. The elementary and secondary educational systems became conscious that defective speech constituted a social problem coextensive with the material advancement of American civilization. When Big Business planned vividly and keenly an intensive material program, educators likewise sought to devise an educational plan which would meet the ravages of the upheaval concurrent with material progress. It was no chance diagnosis but systematic investigation — national as well as international — which brought about the very reasonable deduction that the child must be of superior caliber to withstand the consequences of industrial development or, if of average strength, must be aided in a practical way so that, as far as possible, his educational success might be assured. Some educational reform absurdly neglected the sources of man's inner strengths — the culture of art and religion; some even overstimulated the average child thus creating the nervous disabilities that it aimed to avoid. Yet, if the reform preached a theoretical efficiency in education while failing to keep step with the practical skill and speed of the business and professional world, it did at least initiate a factual diagnosis of the special problems of education including the plight of the handicapped, and did successfully establish state and national organization necessary to deal with the problems.

Varieties of Speech Disorders

Defects and disorders of voice and speech are generally enumerated as: loss of voice; loss of speech; faults of quality, intensity, and pitch; disorders of enunciation; and stuttering. To diagnose a patient properly, a therapist must know anatomical structures and physiological functions. His psychological studies will enable him to discover motives, desires, and impulses inciting a given behavior. His knowledge of method gained from laboratory practice and research will assure reasonable success in working with patients generally found in the school or private clinic. He will know, after proper diagnosis, whether the patient is to be referred to the physician, the surgeon, or psychologist, or remain subject to the correctionist. His experience with speech cases shows him that many defects of structure and certain disorders involving the sense organs and motor co-ordinations are not within his province but require the expert attention of one schooled in a particular field of education or perhaps in some medical or surgical procedure. If the case in question falls within the field of speech therapy, he will evaluate a method of cure which, generally speaking, will be in nature physical, functional, psychological, or environmental.

Teachers Need Training

To help a patient gain speech normalcy, the speech correctionist must have training which in some measure resembles that of the physician and that of the psychologist or psychiatrist. These studies, while important to the therapist, do not give sufficient background. The speech therapist is, above all, a speech teacher who has training in speech and voice. He knows the science of voice and language and is able to demonstrate vocal and speech techniques. The training unit of speech correction is simply a course of study in speech, voice, and allied fields, without neglecting the cultural development of the student. Inasmuch as the student must be prepared for the practical aspects of therapy, he must have clinical practice and observation.

Many states have created definite standards for speech correction. Wisconsin, for example, has approved a course of study for the license to supervise speech correction similar in its rigid requirements to the best curriculums of certain progressive states. The correctionist is required to pass successfully some 20 credit hours in the principles and methods of speech rehabilitation, speech psychology, speech pathology, phonetics, and voice science. Ten credit hours must be secured in lip reading, remedial-reading techniques, mental hygiene, and educational tests and measurements. Eighteen credit hours are demanded in special educational subjects. To give proper backgrounds in allied fields some 12 hours must be devoted to psychology, sociology, physiology, and physical education. The remainder of the curriculum of some 60 hours comes from the liberal-arts college. The speech therapist in Wisconsin must have knowledge of his field, skill in corrective measures, and ability to organize remedial instruction on the elementary and secondary school level.

Services of Clinics

The university clinics perform social good. They cannot accept patients for demonstration of defects and disorders and then abandon them after the therapists have studied the cases. By maintaining a free clinic, the university is able to render a service to charitable and fraternal organizations interested in the unfortunates and socially maladjusted. A clinic at Marquette University, for example, will aid each semester some 200 patients. For the most part, these defectives — children and adults — have been sent to the clinic by state rehabilitation boards, out-patient departments of hospitals, private physicians, juvenile courts, vocational and medical bureaus of public and parochial schools, county relief agencies, and fraternal organizations. The assistance of a university in the alleviation of a social problem is a contribution to democracy. While the family is the basis of social life, the university can help the family or the state in their responsibility to the disabled and the handicapped. The handicapped individual, either mentally or physically so burdened, has demonstrated his ability to make ad-

justments to the social group in which he works and lives. Helping him is strengthening the family and the state.

A Serious Problem

Speech defects if not cured in the school often contribute to social offenses. Handicapped by immaturity and childish traits, the defective sometimes becomes confused and helpless in facing reality. He compensates for his disappointments by rebellion, exhibition, or retreat. This tendency of the speech defective, especially one laboring under delusions, has been generally well stressed. The stammerer in particular has been disbarred from army service inasmuch as he is not fitted for the arduous job of fulfilling his obligations to the state. His distaste for meeting life squarely often brings him into difficulty in the everyday crises common to business and family activity. There is hardly need for further illustration of the danger of the more serious disorders. Rather let the illustration of the problem be the seemingly innocuous, though really important, problem of foreign dialect.

Eliminating Dialects

Radio, the church, and the school system have made people language conscious. Some 50 years ago most teachers spoke a uniform diction and had little difficulty in directing the speech training of the so-called foreigner. The speech problem was not particularly connected with the question of the language standard. The southern teacher would accept southern accent inasmuch as her own accent was quite likely considered by a superintendent or a principal as consistent with good usage. But today many teachers have such a heterogeneous racial heritage that they must first establish some convention as to the standard of English pronunciation. The child handicapped by any foreign accent must find a standard and live up to it or he soon may develop psychological disturbances equal to those frequently arising from bodily inferiority.

A few examples may illustrate the point that an awareness of a cultural weakness may often be the source of emotional illness. A lawyer failed to value speech training in his school career. His early efforts were greatly handicapped by certain environmental factors of poverty and cultural inadequacies. While he succeeded in bettering his financial and social circumstances, he found himself frequently accepted as an educated foreigner. Fortunately for himself, he did not hide behind the cry of racial prejudice but corrected his foreign accent and admittedly escaped many social embarrassments. A salesman, a graduate of a college of engineering, was recently sent to a speech clinic by a prominent Wisconsin firm. The man had shown engineering ability and had been promoted to a responsible position in the sales organization. Some of his anxieties were the direct outgrowth of his speech faults. He himself was not fully aware of his

Incorrect position for attempt to pronounce "I" as in "like."

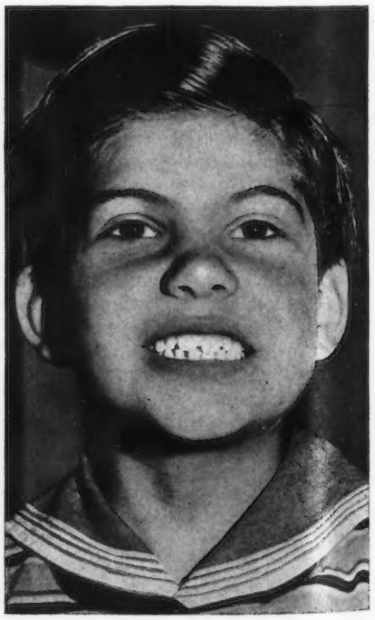
deficiencies but the manufacturers knew his speech habits were a detriment to his success and to their business. Other cases on the adult level could be cited to illustrate the need of an early appreciation of the disadvantages of dialects.

Symptoms of Nervous Disorder

The classroom teacher knows that irregular speech behavior is often a symptom of a more basic disorder. The neurotic or obstinate child may use his speech defect as a means of demonstrating anxiety or even depression in order to secure greater sympathy and attention. The teacher may recognize the symptoms and may even be able to determine the necessary procedure for the specific solution of the difficulty only to find herself thwarted by an educational administration which neglects the necessary facilities of control. Sometimes she is handicapped by parents who have not fully matured and who refuse to acknowledge the deeper psychological problem of the child. Either difficulty presents problems for the teacher, but when the parent fails to meet the responsibility of family life and this failure is mirrored and perpetuated in the child, then the teacher has a double burden thrust upon her. The behavior of the elder stamps the child as a sure product for psychological treatment. The teacher must by force of circumstance quickly determine her own capacity for adjusting the child to his educational and social needs, and, if she finds herself inadequately prepared to offer correct treatment, she should frankly place the burden on more experienced shoulders.

Disastrous experiences habitually inflicted upon the child may not be immediately evident in physical ailments but in mental difficulties which annoy and impede him and always destroy classroom order even as early as the kindergarten. Fortunately for many children, the environment of school, the personality of the teacher, and the social graces of classmates offer them greater opportunity for self-activity. They are able to separate themselves gradually from the unnecessary dominance of parents. On the other hand, some children never completely escape the parent's deliberate manipulation of their activity. Clinical evidence at colleges having psychological laboratories indicates that frequently a stifling parental supervision is maintained over individuals even after they are married.

The classification usually applied to adult personality has equal value in establishing categories for the abnormal child. The overanxious child is simply torn among alternatives. Instead of recognizing that all people suffer from time to time from impending dangers, physical or mental, he accepts a state of mind which exaggerates the dangers and, obsessed with the fears of consequences, he attempts no solution of the problem or hides behind a seeming solution. The child inclined to depression may go so far as to enjoy a state of mind which apparently allows him to escape reality. In his so-called dream world he either becomes fixed upon the hopelessness of a situation or develops a certain mania for distraction. But anxiety, depression, or defense mechanisms settle no problem. The compensator and the sublimator likewise attempt solution without rational foundation, and the forever present problem dodger who indulges in excuses is too commonly known as a failure. These types constitute a problem for the classroom teacher. She may name the type but it is



Normal position of jaw, teeth, and tongue.

another thing for her to diagnose them, understand their prognosis, and establish proper remedial procedures.

The Teacher's Function

The problem of the classroom teacher, then, is greatly simplified if she can understand the extent of her responsibilities. She must know which children should be allowed to remain under her jurisdiction, and which should be referred to special agencies. She must admit that speech faults are often by-symptoms of more basic disturbances. The well-trained teacher with her background of educational psychology and principles of classroom management has sufficient information to relate the symptom to the more basic defect or disorder and, when she is in doubt of method, she must seek the extracurricular supervisor trained in diagnosis and procedures.

Generally speaking, the child who is successfully meeting the school environment and who is overcoming the disasters of a previous or a concurrent environment should remain with the classroom teacher. Take, for example, the problem of foreign dialect. It may be presumed in many localities that speech training involving the correction of dialect is the problem of the teacher of the early grades. If the usual language and speech training is accomplishing results, children need not be referred to special agencies. Usually baby talk disappears under the influence of the school system, even without formal training in speech. On the other hand, speech faults arising from difficulties of structure or functional disorders tend to grow worse. The so-called adenoid voice seldom can be cured by speech training. It falls within the province of the surgeon to establish the cure. Nasal obstructions require the service of the medical man rather than the speech teacher. In brief, then, the classroom teacher should be able to determine which students should remain with her and which students should be referred to specialists.

Lisping, one of the sad social and speech faults, becomes worse unless especially treated. Stammering, likewise, is hardly the problem of the average grade school teacher. Faults of quality arising from diseases and defects should invariably be referred to the doctor who usually, after his treatment, calls in the speech therapist. Speech difficulties associated with behavior problems which are becoming worse, cannot be cured by the busy teacher of the grades. She has enough responsibility with some 20 or 30 normal children and should not take valuable class time to diagnose and treat obstinate behavior and speech problems. The symptoms of the hysterical child—transient or otherwise—often may be danger signals which should be referred to the specialist in the field of mental health.

Organizations and Agencies

To help the classroom teacher, let us summarize our position: (1) The universities can train teachers in speech theory and practice to meet the needs of the students on a college level and those of high schools and of the grades. (2) The speech clinic is a laboratory where patients find the best remedial procedures. It also affords factual demonstration of the various speech problems for the prospective teacher. (3) The grade teacher and the high school teacher have a duty to acquire sufficient psychological and medical background so that they can distinguish the students who may be improved through ordinary classroom procedures from those who should be referred to doctors, psychiatrists, or speech therapists. (4) The school system must maintain specialists in remedial work necessitated by defects and disorders of the eye or the ear, or defects in general mental and physical health. (5) The school — in rural or city areas — must recognize the supervision and jurisdiction of some higher state or diocesan agency which has the money and capacity to correlate the work throughout the state or diocese and can bring to the individual school the results of research and orderly management. (6) Those pupils, who, because of mental and bodily inferiority, cannot be accepted by the general school system, must find their safety in specially organized schools. The exceptional child, the spastic, the deaf, the blind, and those who are emotionally unbalanced, belong in an environment built specifically for their improvement.

A producing tongue causes lisp.

Lisp corrected by drawing back tongue.

The Problem at Present

While the past 10 years have shown exceptional advancement both in the administrations and teaching of speech education much remains to be done for the handicapped child. The remarkable work done for the spastic, for the exceptional child, for those defective in senses, and for those suffering from psychological upsets must not only be maintained — but extended. While the handicapped can never revert to older days when they were imprisoned in the classroom so that they could not roam the streets or be a burden to the parent, they must never lose their well-proved right to educational advancement. It is a sad commentary upon our industrial age that mental illness is increasing. It is a fact sadly admitted that the school of the future must face this burden even more than the school of today. The present-day problem of speech arising from mental, social, and moral ills is not solved by any admittance that greater facilities for diagnosis have uncovered more defects and disorders than in former times. The problem is greater irrespective of cause. It must be met by the progressive school system and particularly by the progressive teacher of the classroom. If any college hides behind its right to develop the normal, it can hardly be expected to be accepted as a social agency; it has failed in its social obligation to help the nation with its problem of the unadjusted and the socially insecure. And the classroom teacher can look forward to better training in understanding and curing many speech disorders. As she is better trained in the college, her pupils become better trained in the classroom. The speech problem, then, is the concern of the educator on all levels of instruction, of the family, and of the state.

Guidance in the Classroom

Rev. Edmund J. Goebel, Ph.D.

FAR too many teachers are still of the opinion that guidance is a separate function in the school program.* They are firm in the belief that it is a by-product of education. Some have even gone so far as to call it a "fad" or to look upon it as another "modern quackery." However, if we properly analyze the purposes and philosophy of guidance, we must admit that it is not a separate function of education, but an integral part of the total process.

No matter what our opinion may be, even the most calloused must admit that education is at its best when it emphasizes the guidance function. As educators we must seek to achieve a common end — the optimum development of each pupil. If this is not our purpose, we shall fail in the work assigned to us.

Why We Need Guidance

There is hardly a reason to question the need of guidance. It meets us on every side. I believe, however, that the picture can be presented adequately in three summarized statements. First, the large number of maladjusted pupils found in almost every classroom tells us that something should be done to better their school life. If guidance of some form or another is not provided for these pupils, what will ultimately happen to them? Second, the number of pupils annually eliminated from our high school classes is a serious indictment against our school efficiency. We must admit that many of this group leave because of inferior intelligence or low economic status, but far too many leave because of the lack of school opportunity. These are hard words, but the majority of our high school teachers are too reluctant to reach down to the pupil or to adjust a program to meet his present-day needs. Third, the mortality of our college freshmen is an open challenge to the efficiency of our high school guidance. This number could be cut down if more care were taken in counseling pupils who are not of college caliber. This bespeaks another deficiency. We must give up the idea that every high school pupil is a potential college freshman. I believe that it is our sacred duty properly to orientate pupils for the responsibility of life while they are with us in high school and that this should be our main objective.

The Teacher Must Guide

The more we look at the function of guidance, the more we are convinced that it belongs primarily to the classroom teacher or, if you so desire, to the home-room teacher. This statement is based on the unquestionable fact that the teacher is best fitted to guide the pupil. First, by virtue of her close contacts with each pupil, she is the one who can best help him. Second, her intimate knowledge of each pupil provides her with a knowledge of his limitations also, and this is an important point. In the role of counselor, the teacher must be able to guide the pupil's thinking and planning into areas within his capacity. Pupils should not be allowed to plan a future that is beyond their adaptability and mentality or that is not for their own good.

Obviously, effective guidance must have as its objective the individual pupil. This does not deny the value of group education or group guidance, but it does emphasize the place of the individual in the program. Of course, it is not practicable nor is it advisable to attempt individual guidance for every pupil. A large number of pupils will be able to solve their own difficulties. But the deviates will always need special attention.

If we accept the thesis that guidance is primarily a classroom function, then *de facto* our teachers must know how to use the techniques of guidance. True, every teacher cannot be a trained counselor, but in every school there should be at least one faculty member trained to direct the work of the staff. In our small high schools the work belongs to the principal; in the larger ones it must by necessity be assigned to a member of the staff.

The teacher may use several of the many techniques available. But let us not commit ourselves to the idea that paper reports are evidences of guidance proficiency. Records, reports, and summaries are only instruments for work and in themselves they do not constitute guidance. They may be regarded as charts for the aid of the teacher and nothing more. But if the work is to be impartial and directive, it must be scientific. And since modern education is definitely committed to the doctrine of individual differences, the objective ratings of any given pupil should be available at all times. With these as a basis, the scientific procedure should not be difficult. In explaining this to the teacher, our great task will be to show her that guidance through proper scientific procedure does not necessarily mean a greater burden or more total teaching effort. In fact the contrary is true. For teaching is much easier if the teacher knows her pupils through scientific data. Of all things, she should experience more genuine satisfaction from working with objective facts before her than from mere guess or subjective fancy.

A Part of the Curriculum

A natural sequence to teacher guidance is that it be considered part of the curriculum. In other words, it must move in the direction of closer integration with the instructional program, but it must stay within practical limits. If it does not, both the class and the individual will suffer. Our teachers must be able to show the pupils that their present school subjects can help determine their future. If this can be done, our teachers will soon come to realize that guidance is not foreign to the regular school program, but an integral function of the whole educative process.

In good school practice today the home-room teachers are the guidance directors. This, of course, is in line with the principle that since the teacher, or home-room teacher, is in closest contact with the pupil, she is the one who can best help him. As a result, too, the trend today is toward the extension of the home-room period. This extension works in two ways: first, the actual home-room period is lengthened, and second, a teacher has been moved up through the grades with her group. The reason for this is obvious: the advantage of a longer and more intimate student-teacher association increases as the pupil goes up the school ladder.

In presenting this problem, I have tried to point out the more salient facts. There are still many issues before us, but we cannot enter into them now. However, I would like to bring out one more: If we subscribe to the principle that all students must meet a certain norm, then a vast number of our students will either be excluded from our schools or they will be allowed to carry on with tragic results. Our job is to seek the optimum development of each pupil. Failure to achieve this goal will mean failure in our work as educators. I believe, too, that the teacher is a real motivating force in a guidance program. But we must destroy the phobias of extra work so frequently associated with guidance. The closer guidance moves toward individualized education or individualized analysis, the more effectively will it meet the needs of each pupil.

*Read at the 28th annual meeting of the N.C.E.A., Secondary-School Dept., New Orleans, La., April 17, 1941. The author is superintendent of schools of the Archdiocese of Milwaukee.

HONESTY IN HISTORY

So far as American history is concerned there is no need that we resort to "propaganda" to create love for country in the minds of our children. We have our share of great men. It is true that we also have our share of the other kind. To exalt the one and ignore the other would make us not more patriotic but ridiculous in the eyes of the world.— The American Historical Association Bulletin.

The Marist Brothers of the Schools

READERS of THE CATHOLIC SCHOOL JOURNAL have suggested a series of brief articles on the various religious orders which are serving the cause of Catholic education in the United States and Canada. Each of these orders has its own personality inherited from its founder, and each was founded to supply a particular need, although, sometimes, as in the case of the Jesuits, circumstances revealed the designs of Providence in pointing out the special work of the order after its foundation.

For Poor Rural Children

The Marist Brothers of the Schools (F.M.S.) were founded at Lavalla, France, in 1817, by the Venerable Marcellin Champagnat. Father Champagnat had answered the appeal of the Church for vocations to the priesthood to care for the people of France who had lost so many of their clergy during the revolution.

Appointed a curate at Lavalla in a poor mountainous district, Father Champagnat worked untiringly seeking out the lost and strayed sheep and especially in instructing the children in religion. He soon found that he must have trained and dependable helpers — and to supply the need he organized the first institute of the Marist Brothers. At the beginning in January, 1817, only two young men, John Mary Granjon and John Baptist Audras, had offered themelves, but soon others came.

When the Brothers began to teach catechism in the neighboring villages, the parents marveled at the change produced in their children. Mayors of other villages began to beg the Brothers to found schools in their communities. In addition to catechism, the Brothers were teaching the three R's.

Schools in the United States

When Father Champagnat died on June 6, 1840, his congregation had been approved by the Holy See and was extending its work beyond the borders of France. In 1886 they came to the United States. Their provincial house, including a scholasticate, novitiate, and juniorate, is at Poughkeepsie, N. Y.

In Washington, D. C., they have a house of studies known as Champagnat Hall. In New York City they conduct Mt. St. Michael's School and St. Ann's Academy, which are private day and boarding schools; and St. Agnes', a parochial high school. They will do part of the teaching at the new Cardinal Hayes High School.

At Haverstraw, N. Y., the Marist Brothers have charge of St. Peter's Parochial School. At Tyngsborough, Mass., they have a juniorate or training school for the Brothers. At Lowell, Mass., they have St. Joseph's, a parochial grammar and high school; and St. Joan of Arc,

Venerable Marcellin Champagnat, Founder of the Marist Brothers of the Schools.

a parochial grammar school. In Lawrence, Mass., they conduct a private Central Catholic High School; and St. Anne's, a parochial grammar school. At Haverhill, Mass., they have charge of St. Joseph's, a parochial grammar school. At Manchester, N. H., they administer a parochial grammar school, known as the Hevey School.

In addition to these private and parochial schools, the Marist Brothers of the Schools of the United States Province have charge of two diocesan high schools for boys; namely, the Central Catholic High School in Wheeling, W. Va., and the Catholic Boys' High School in Augusta, Ga.

The Mexican Province of the Marists have two schools in Texas, one at Laredo and one at Brownsville.

Devotion to Mary

In keeping with the spirit of their venerable founder, the Marist Brothers of the Schools (or the Little Brothers of Mary) have as a special phase of their work the spreading of a tender devotion to the Blessed Virgin Mary. Father Champagnat founded his congregation to teach poor boys in the rural districts. While much of their work, in the United States, has necessarily been in the cities, the Brothers have never lost their love for the poor.

Father Champagnat's Principles

As an educator Father Champagnat may, like other founders of religious teaching orders, be said to have anticipated methods that are commonly regarded as quite modern. His principles and methods are stated concisely in the following summary quoted from *Meet the Founder,* a booklet by a group of Marist students of St. Ann's Academy, New York City, published last year in commemoration of the centenary of the death of Venerable Marcellin Champagnat:

"He realized that education must be in keeping with the times. He also knew that the longer the children were kept in school, the longer were they protected from the evils of the world. So he taught all the subjects needed and preferred and set forth all the enticements possible to keep the children in school until they were properly formed.

"Next he saw that the first three or four grades of school were the most important of all, for if good principles were imbued then they will remain for the rest of the schooling period. He therefore placed the most zealous teachers in the lower grades.

"He disregarded the complicated methods of teaching reading, which had been used in the past and adopted the phonetic system which he fully explains in *The Principles of Reading.* He veered from the antiquated monotorial system of teaching, by which the teacher lost much time, and used instead the simultaneous method, by which the teacher came in closer contact with the students.

"Teachers as well as students, said Father Champagnat, should also be trained. He therefore gave them courses in teaching reading, writing, arithmetic, etc.

"It must not be thought that only intellectual education was improved by this man. Physical education was also imparted to the students of the Marist Brothers. For as the priest said, 'Discipline is the body of education, religion its soul.' And one of the foremost ways of attaining discipline is by the use of organized games, by physical training."

The following table gives an approximate summary of the strength and the work of the Marist Brothers of the schools:

	Brothers	*Novices and Postulants*	*Juniors*	*Schools*	*Pupils Taught*
Whole Order	10,412	?	?	680	150,000
United States.	235	40	120	15	5,000
Canada	550	70	200	45	?

There is no need of any special observance of Constitution Day in Catholic schools, because all days are God's days lived for the welfare of our country and our neighbor. — Most Rev. Francis J. Spellman.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

"Duty to the Utmost of My Ability"

On the occasion of the seventy-fifth anniversary celebration of Fisk University, an institution for colored people in Nashville, Tenn., John D. Rockefeller, Jr., in a brief address asserted anew the power of spiritual values, and the fact that they are gaining ground. He concluded his talk with a statement of the duties of the individual. This statement should be very useful in reinforcing the abstract lessons on virtue and religion. Mr. Rockefeller said:

"Today a turbulent world calls upon us as individuals to enter into the opportunities for service that present themselves. We are each responsible only for the task that is ours. To perform that task to the best of our ability, however humble or exalted it may be, wherever it takes us, is our supreme duty and high privilege.

"As we obey that call to service, may this be our creed:

"I believe in the supreme worth of the individual and in his right to life, liberty, and the pursuit of happiness.

"I believe that every right implies a responsibility; every opportunity, an obligation; every possession, a duty.

"I believe that the law was made for man and not man for the law; that government is the servant of the people and not their master.

"I believe in the dignity of labor, whether with head or hand; that the world owes no man a living but that it owes every man an opportunity to make a living.

"I believe that thrift is essential to well-ordered living and that economy is a prime requisite of a sound financial structure, in government, business, or personal affairs.

"I believe that truth and justice are fundamental to an enduring social order.

"I believe in the sacredness of a promise, that a man's word should be as good as his bond; that character — not wealth or power or position — is of supreme worth.

"I believe that the rendering of useful service is the common duty of mankind and that only in the purifying fire of sacrifice is the dross of selfishness consumed and the greatness of the human soul set free.

"I believe in an all-wise and all-loving God, named by whatever name, and that the individual's highest fulfillment, greatest happiness, and widest usefulness are to be found in living in harmony with His will.

"I believe that love is the greatest thing in the world; that it alone can overcome hate; that right can and will triumph over might."

And in conclusion Mr. Rockefeller added this significant sentence:

"God grant that when our work is done we can say with that English aviator, whose letter to his mother reflects such indomitable courage and triumphant faith: 'I have done my duty to the utmost of my ability.'" — *E. A. F.*

The Plight of Lady Poverty

One of the surest safeguards that keeps us on the road to our goal and keeps us doing our task well is the opportunity to hear impersonal, objective views of the performance of our task and the progress toward our goal. To be recalled to our main goal and to be asked to think of our ways of achieving our goal are constructive helps that we should always be grateful for. This is what we do in our spiritual retreats. Our prayer should be the prayer of Burns:

> Oh wad some Power the giftie gie us
> To see oursels as ithers see us!

The article of the "Plight of Lady Poverty" is a view, as it were, from the outside, though obviously the author has the spirit of the inside. As it were, too, in fancy she calls up the fine spirit of "Poverty" — almost in a Franciscan mood — and then looks at what we are doing. Her questions are natural questions. She wonders, too, naturally enough.

Look upon her as a retreat master who has given you the "raw material" for your own meditation — a raw material to be woven in whatever design you choose, into the warp and woof of your classroom and administrative daily life.

You sit down, too, in a spirit of fancy and reconstruct your school and your classroom practice under the stimulus of these questions. Then more profoundly meditate deeply on the thoughts that are suggested, and end in a resolution. Try it. — *E. A. F.*

A CHALLENGE TO EDUCATION

Today the United States is arming against potential foreign enemies. But before we should even attempt to meet an enemy from without, we must defeat the enemy from within. When American education returns to the precept that education is "the development of man *whole and entire*," and accepts the Christian principles that give American democracy its life and strength, the United States will have taken the first step in a program of true national defense. Then, when God is with us, no man can defeat us. — *Rev. Hugh O'Donnell, C.S.C.*

The Plight of Lady Poverty

As Observed by a Public-School Teacher

FOR centuries Lady Poverty has been the handmaiden of Catholic education. Men and women dedicated by vow to walk the lowly paths have been able to raise and succor and instruct wherever God's children needed care.

Today the picture seems to be changing. Lady Poverty still lingers in many a mission school, in the weather-beaten structures that have echoed to the tread of thousands of young feet, in the white-washed buildings that have withstood the ravages of time and wear. But there are Catholic institutions in which Lady Poverty may no longer enter, where, a stranger without the gates, she must stand bewildered and abashed. How will Catholic education fare without her handmaiden?

Many thinking persons believe that the custodians of religious education, the teaching Brothers and Sisters, have been lured into strange bypaths where the going is difficult and the goal uncertain. It is a fact that the greater number of religious teachers of today are as far removed from their counterparts of 40 years ago as are the vehicles of the two periods. The streamlining of Catholic education was inevitable. But it is not so certain that there has not been an unwarranted sacrifice of essential features to obtain the wanted external glamour.

Perhaps the wholesale quest for teaching credentials and higher degrees is not proving to be an unmixed blessing. Certainly the marshaling of thousands of members of teaching orders into summer schools, extension classes, and correspondence courses year after year is having some unpredicted effects on the more or less willing victims.

There is much good-natured professional rivalry in the university classes conducted primarily for teachers. Particularly is this true when representatives of different religious orders or houses feel called upon to uphold the fair names of their communities in the face of competitive claims to distinction. Unwittingly insuring the continuation of this arrangement, accrediting agencies have made it unmistakably clear that they do not approve of too many individuals on a common faculty who hold degrees from the same university. Hence farsighted superiors must plan in advance to send talented younger religious to widely scattered institutions to protect their own schools against adverse criticism and the charge of provincialism. The fewer the representatives of a religious community enrolled in a particular college or university the more zealously do these members guard the professional reputations of their orders.

Courses in education are largely theoretical or experimental. New methods of grouping, teaching, diagnosing, grading, and promoting pupils, attractive devices to speed up the learning process, experiments in the relative efficiency of two or more untried systems of instruction, variety in presenting subject matter, newly developed techniques, textbooks with special features, supplementary maps and charts, novel tests and measurements all have their places in the divers classes in graduate and undergraduate schools of education.

EDITOR'S NOTE. Before you read this article, please read the editorial with the same title.

The ideas are stimulating, fascinating, and especially tempting to good teachers. At heart most religious instructors are ardent champions of Catholic schools *v.* public schools. They want the best in equipment, methods, and results for their own pupils. It is an accepted fact that it is easier to undertake educational experiments in private schools than in public institutions. It would be strange indeed if religious in university classes did not want to experiment, to try out new devices or plans or methods or materials, to pioneer in progressive movements.

Of course, even the simplest innovations cost money. Usually superiors of religious institutions are willing or eager to have experimental work conducted, provided that the expense, generally slight, can be handled locally. Pupils like doing things differently. Novelties break the monotony of classroom procedure and all but sell themselves. But what if 10, 15, or 20 per cent of the children come from families to whom raising the simple tuition is a major problem of finance? As in most situations, the will of the majority prevails, and if a sufficient number of youngsters are willing, a new idea is launched.

In the erection and furnishing of parish units, superiors of religious communities wield much influence in matters pertaining to the school. More often than not they are consulted about the planning of rooms, physical features, plumbing, lighting, purchase of equipment, and the numerous lesser details which, after all, concern most those who are to work in the building. In such circumstances there would seem to be an unwritten law by which the teaching standards of the particular community involved are to be strongly stressed in the hope of obtaining the maximum of desirable features. Few pastors care to be labeled as hopelessly unprogressive or even archaic in their viewpoints, so ultramodern devices frequently win the day.

Who can say? Room telephones, drinking fountains in all classrooms, electric clocks, movable desks, aquariums, illuminated globes, carpeted officies, tinted walls and ceilings, attractive drapes, individual room library units, motion-picture machines, air conditioning, fine pictures — all these have distinct educational value. Do they belong in Catholic schools?

Looking only at the immediate problem, the better appointments can usually be financed. That is, the outfitting can be paid for by the making of certain adjustments in school operation. Perhaps the tuition in certain grades will be higher, or an extra party or entertainment or game will defray the additional expenses, or the parishioners will be induced to contribute more generously, or the mothers' club will come to the rescue.

Families in comfortable circumstances are delighted with the features that are suggestive of a select private school. But, on the other hand, more and more of the poorer Catholic children are being denied their opportunity to attend a parochial school or a religious high school because of the prohibitive incidental expenses at the only accessible Catholic institution. Except in those instances where more circumspect leadership has provided less expensive education under religious auspices, the trend away from the costly religious schools is growing steadily.

After all, the greatest single benefit of Catholic education is moral training. Monastic simplicity has always had a positive educational value. It is hard to reconcile personal self-denial with material standards that are the best the modern world can provide. The Catholic Church has never needed material display to maintain dignity, and the exponents of a Catholic education that will dazzle all beholders might easily be deceiving themselves. Exclusive, perfectly appointed halls and workrooms are a strange habitat for the followers of the evangelical counsels.

The voluntary poverty of religious is very dear to the lay Catholic. The new dual personality of some religious teachers is bewildering. The degree-bearing administrator, aloof in luxurious surroundings befitting institutional dignity, is a strange evolution from a cherished ideal.

Nor can the blame be transferred to the clergy. Theoretically, pastors in America are in charge of the financial management of their parochial schools. But many a priest does not even know about the demands for petty cash that are harassing his parishioners, the parents of his school children. There are workbooks, special chalk, special ink, ruled paper, blank paper, contributions, donations, tickets, chances, and a number of other outlets for money, none of which are listed on a monthly statement. Seldom does the pastor let the contract for school uniforms, textbooks, stationery, ties, blouses, entertainment costumes, veils, wreaths, or whatever

incidental purchases must be arranged for during the scholastic year. And it is almost unheard of for a priest to interfere with soliciting for any enterprise which involves an entire teaching community, members of which are conducting a local school.

But under close scrutiny it would seem that some religious groups are prone to take a narrow view of their field of labor, classifying all outlying areas as the rest of Christendom. Their charges are those who are enrolled. Those who are not enrolled are not their charges. Why the latter are not their pupils does not concern them.

Per-capita reckonings of anticipated income from "mission" schools are dynamite. Whenever institutions conducted by a particular order or community become a calculated source of fixed revenue, it is time to weigh issues with care. Most religious schools enjoy a virtual monopoly within given territory. That territory constitutes a serious responsibility, an obligation which should outweigh all other considerations in operating a Catholic school.

This is no plea for drabness or dinginess or medieval equipment or antique plumbing. Nor is it an argument for old-fashioned teaching methods or outmoded techniques. Attendance statistics reveal clearly what is happening to school enrollments under prevailing conditions. Known quantity is being sacrificed for doubtful quality, and the wisdom of the procedure is open to question.

The field of Catholic education is never long unmarked by the soft footprints of Lady Poverty. Surely the gentle Lady is in our midst today. May we not expect her to tarry awhile with us?

The High School Assembly Its Function in the Curriculum

Sister M. Coleta, O.P., B.Ed.

Evolution of the Assembly

The predecessor of the high school assembly was the college chapel. Older colleges prepared for the ministry and held a devotional service every day as a regular part of the work. Most colleges have ceased to prepare directly for the ministry, but many of them still retain a chapel service at which attendance is compulsory. "Times change and we change with them." The chapel is fast giving way to the assembly or auditorium period.

It should be the outgrowth of a local need and should be so administered that the results will be satisfying to the participants.

Assembly period is now recognized as one of the most potential periods of the school day.

It is fast becoming the most important period in the curriculum. It should have a regular place in the school schedule.

Monotony of the exercises, and continual reprimands drove many to dislike the period. Too frequently the assembly proved to be a last minute "filler" not organized, and lacking preparation.

The assembly is the forum, where school government finds its best expression in electing leaders, formulating rules for the common good, inaugurating officers, and building up school spirit.

Definition

The Assembly is the common meeting place for students in which they may share their knowledge and express that knowledge intelligently. The length of the assembly period should be about 40 minutes. The program should be given once a week, preferably in the morning immediately following the opening of school.

Purpose of the Assembly

The assembly should:

Promote unity and school spirit, and provide a common meeting ground.

Build an audience etiquette.

Provide practice in expression and public appearance to the largest possible number of students.

Every assembly program must have:

Definiteness of purpose — this brings about unity.

Adaptation to the group.

The principle of communication.

The principle of appropriateness.

Values in General

Programs furnish direct aims toward which pupils work.

The preparation of programs makes use of the problem method of instruction and the socialized recitation.

Desire for achievement in programs causes the standard of scholarship to be raised.

By means of departmental programs the school is explored to the student.

General atmosphere and school spirit about the school is improved.

Interest in assembly programs reduces disciplinary problems.

Other extracurricular activities are motivated. Assemblies should for the most part grow out of the curricular activities of the school.

Community interest in the school is increased.

N.B. Parents visit the school.

Local speakers and businessmen of the community visit the school.

Assembly as an Administrative Device

The assembly makes, through announcements and otherwise, for a common knowledge of rules, customs, and traditions, which means the unification of school spirit. The spirit of the assembly is the spirit of the school.

An Educational Opportunity

The main value of the assembly is educational. It should inspire a worthy use of leisure time by means of good demonstrations. It should instill the common ideals and virtues indirectly by dramatization. It should supplement classroom work, develop self-expression, correlate the interests of the school and community. Good organization and administration are necessary for the accomplishment of these ends. If the assembly is interesting and valuable, teacher patrol will not be needed during it.

The majority of programs should represent the school and its work. There is untold wealth around every school out of which good programs can be made. Having the students put on programs is preferable. They are interested: (1) In what their friends do; (2) In the things that happen about their own school.

Singing is an important element on the assembly program.

Competition between groups of students can help and raise the standards for the program.

One good program a week is preferable to daily routine affairs consisting of formal announcements.

The school assembly proves of greatest educative value when there is a real issue and something to be done for which sentiment must be created.

During the late war many schools used the assembly period for the purpose of promoting "drives." This pupil participation gave students opportunity for training in cooperative effort.

Values to the Students

Training in leadership.

Power to express oneself before a group together with poise and self-confidence.

Source of education. Fields of knowledge are explored to pupils both by outside speakers and by departmental programs. By preparation mental power and imagination have increased.

Vocational guidance.

Create intelligent public opinion in the school.

Part Played by an Assembly Adviser

The adviser must:

Sell the idea to the pupils and teachers and see that it is worked out gradually.

Arrange for an assembly committee which will plan and have charge of a program for the year.

Advise in the matter of pupil participation and teacher responsibility.

She can assist in definite ways to encourage proper behavior attitudes by fostering group behavior attitudes.

Means to this end:

Asking nonsympathetic faculty members to participate.

Arousing interest in the student body through: the student council, school publications, school organizations, home rooms, etc.

The adviser may arrange awards for the best programs of the year based on material, presentation, and value to the school and student.

This competition will motivate the work, demand standards, and get the interest of the entire school.

Rarely should the principal use this period for the purpose of making announcements.

Duties of the Assembly Committee

Behavior attitudes of the students are due largely to the result of the administration of the assembly. An important factor is the seating arrangement of the student body. The school assembly is the testing ground for student behavior.

Duties of an assembly committee may include the arranging of a yearly program which should articulate with special celebrations and important issues of the day. It is desirable to schedule events weeks or months in advance in order that all who participate may have ample time to make themselves ready. The community should leave a few open dates which the adviser may use for worthwhile imported talent.

The schedule should be made in triplicate for:

Principal's or adviser's office;

Student council room;

Extracurricular bulletin board showing the date, the theme, the activities, etc.

Not only must the committee plan the program, arrange a calendar, and limit pupil participation, but it must set and maintain high standards of interest, information, and inspiration.

What a Good Program Will Do

Stimulate better classwork.

Adapt the material to the age of the student.

Seem as natural as possible.

Offer variety.

Give the audience a chance to participate.

Include good music.

Be mechanically smooth.

The School Spirit

The success of a school is determined by the unity of spirit of the student body. The assembly should promote the social and moral welfare of the individual pupil. Social stability demands a certain likemindedness.

The school assembly is the natural place to teach the pupils proper conduct at public gatherings. It serves as a unifying influence in that it belongs to the students and their cooperation is absolutely essential.

What Might Be Done in Daily Programs

Monday: Principal addressed the school.

Tuesday: Visitor was invited to speak (from any and every walk of life).

Wednesday: Senior pupil spoke to class, or provided program. These were anticipated with pleasure.

Thursday: One of the teachers addressed the student body or provided a program.

Friday: Music furnished by the school or outside talent. Athletics, local and neighboring, debates, and literary gatherings. Advertising class plays by members of the cast.

Assemblies Supply Adolescent Needs

Programs should be exploratory in nature to facilitate the adjustment of the new student to both the curricular and the extracurricular activities. Thus the student can judge better where he would enlist his interest.

"Growth takes place in learning to do better the things one needs to do anyway and in moving up the scale from scientifically determined deficiencies to determine the standards in so far as one's ability and interest permit one to move."

Test of a Good Assembly

The joy the students obtain from it.

The economy of time shown in means and methods employed.

The real benefit accruing to pupils from the satisfaction of doing.

The extent to which the assembly:

Grows out of curricular activities and returns dividends.

Explores the various subject-matter departments.

The evidence of the gradual extension of interest in social service:

From interest in the whole school;

To interest in the relationships and responsibilities in life outside the school.

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CHRIST THE KING SHALL REIGN

The nation's heart is deeply moved by one great clarion word,
The voice of Pontiff o'er the sea has rev'rently been heard.
"Peace with justice; Peace with love,
As Christ the King has taught.
With faith and trust, self-sacrifice,
Shall lasting peace be bought."

We'll shout it from our vernal banks,
We'll shout it from the plains;
'Twill thunder from our loyal ranks:
"Christ the King shall reign."

Shall atheism's deadly blight fall on our land so fair?
Shall paganism's ghastly lust polute the fragrant air?
It shall not be. We've pledged our word.
We've vowed a great defense.
Christ's land this is. His reign of peace
And love shall now commence.

We'll shout it from our vernal banks,
We'll shout it from the plains;
'Twill thunder from our loyal ranks:
"Christ the King shall reign."

We'll conquer pride and selfishness and guilty human greed
With Christlike love, humility, and kindly human deeds.
Loyal subjects of the King should with the King compare;
Not claim allegiance to His love while seeking earthly glare.

We'll shout it from our vernal banks,
We'll shout it from the plains;
'Twill thunder from our loyal ranks:
"Christ the King shall reign."

We'll take the helmet strong of prayer and self-denial's spear,
And royal food that quickens best and guards from danger near.
With torch of Faith, with steed of Trust,
And with Love's breastplate on,
We'll fight with courage and with care.
The battle will be long.

We'll shout it from our vernal banks,
We'll shout it from the plains;
'Twill thunder from our loyal ranks:
"Christ the King shall reign."

But one great day, when battle gore and smoke have cleared away,
And all the nations of the earth shall meet in grand array,
The King shall stand among His own of all the ages past,
And sing with us in chorus grand:
"Eternal Peace — at last."

— A Sister of Notre Dame, Cleveland, Ohio.

Audio-Visual Aids in the Classroom

Sister M. Marlene, O.S.F.

IT HAS always been the aim of educators to reach the child through the avenues of the senses in as realistic a manner as possible since this type of education assures a more thorough imbiding and a much greater retention of the material presented. The audio-visual-aid program is of paramount importance in this regard. In many cases presentation of a film will result in a much greater attainment of knowledge than could be gained by an actual trip to the place of study. For instance, in conducting a class through a coal mine or through any of our highly developed factory systems, the most efficient guide would find it impossible to make sure that every member of the group saw each part as clearly and distinctly as it is possible for him to see it through the use of motion pictures. So also would it be impossible for a guide's explanation to be sent out in as clear and forceful a manner to each one in a large group as it can be projected to all members of the largest classes with our present-day sound projectors. The film makes it possible for a child to gain knowledge in an hour or two which he might spend weeks in attaining from book sources alone.

Abundance of Material

The visual-aid program is a great incentive in creating interest in and provides opportunities for developing many lines of education such as efficient use of all types of reference books — dictionaries, encyclopedias, atlases, maps, and magazines. Moreover, it provides practice in English and spelling through the writing of summaries, outlines, and reports.

At the present time we have many excellent films to enrich education in practically all subjects. Through the medium of visual aid the school child has the opportunity of witnessing historical happenings, mining operations employed in procuring the various metals, industrial developments of all types, hygienic principles conducive to healthy living, and the experience of living with such men as Washington, Edison, and Lincoln while the lives of these great men are produced on the screen, in such a way as would not be possible through mere reading or teacher instruction. In the space of a very short time the child may see the process of plant growth from seed planting to maturity. In studying cotton, for example, in less than an hour he sees the entire cotton industry from the planting of the seeds to the finished clothing. Visual aid presents the opportunity for students to become acquainted with people in all parts of the world in such a way that they understand why people of different nations and climates live as they do. The many beautiful films depicting scenes from our national parks and beauties of nature both at home and abroad result in the development of a greater appreciation for the natural beauties of our own country and of the world. The poor child is afforded the opportunity of visiting on the screen all the places of interest which he would otherwise miss, while the more well-to-do child is enabled to make a better selection in choosing points of interest for his travels. In fact the audio-visual-aid program when properly handled provides the equivalent of actual experience in living, traveling, and in contacting the forces of nature and man's use of nature's world.

Reasonable Cost

While the use of audio-visual aid is recognized as a great asset in education many pass up this important educational tool by contenting themselves with the idea that such a program would be too expensive, failing to realize what could be accomplished along this line, with a relatively low expenditure. To conduct the audio-visual program the school needs to have a 16mm. sound projector, a screen, and films. The machine, which must be purchased, can be paid for through the presentation of good feature films for which an admission fee is charged. This might be worked out through the cooperation of the parish societies. The various societies can sponsor feature films as part of the social life of the parish and the income received may be used to pay for the projector. It is understood that devoting school time to presenting feature films for entertainment would not be in keeping with the purpose of the school. The screen can be improvised without much difficulty. Films are available on a purchase, rental, and rental-free basis.

Our Catalog

While much has been done by way of producing fine educational films on the rental plan this article aims to bring out how much can be done in securing free films. Before selecting films for our audio-visual-aid program, which will be discussed at more length later in this paper, we contacted as many companies as possible to secure lists of free films. We succeeded in tabulating in the neighborhood of five hundred. After dividing these films according to the various topics treated, we arranged them in proper order on cards in a card file. These cards contained information as to title of film, content of film, and name of the company from which the film could be obtained. We also had our list of free films printed in pamphlet form. However, the card file has a definite advantage in the fact that we can build up our file by inserting cards when new films appear. On some free films, transportation must be paid both ways, on others only one way, while a few companies pay all the transportation. When one considers the amount of educational value contained in these films, the transportation cost is nominal. The securing of books and other materials which would render the same service would be many times more expensive.

Educational systems vary in their ideas as to which way of using a sound projector is most efficient. Some favor having the machine moved from classroom to classroom while others prefer furnishing a room as a "movie room" where all the movie equipment is kept.

Faculty members should be required to learn to operate the projector so that either a member of the faculty or a trained assistant is always available and any class can be taken to the movie room at any time. Faculty members must arrange with each other so that the machine is free for the use of each at certain hours.

Planning Is Necessary

To make the use of visual aid practical and far reaching in its results, careful and thoughtful planning is necessary. Films presented must be selected carefully so that they are properly correlated with the regular curriculums. To produce their greatest effectiveness the films must be a vital part of the actual schoolwork and not treated, as has too often happened in the past, as extracurricular features.

To secure a workable program in our school we followed this plan: Before school opened in September we made a tentative outline of our work for the year. Having this as a guide we referred to our file (described above) and contacted the different companies in regard to booking the films we needed for the various points in our outline. In cases in which we had a number of films listed in our file covering the same topic, we selected the one we felt best suited to our needs. We were very fortunate in making our bookings. The films have been coming right on schedule and hence our program has worked out very successfully. To keep an up-to-date record of our showings and to secure for ourselves a well-organized file of data, we provided a second set of file cards and according as each booking is requested, confirmed, and shown we record these dates on the card. In addition to this list of dates each card contains the following information about the films: title of film, name and address of company from which it can be procured, field of education and school subject in which film is used, type of film (sound or silent), number of reels, synopsis of film content, grade level at which film can be used, rating of film in regard to its efficiency for classroom use, and any particular remarks about its value in the educational field. This card file will be of invaluable service to the faculty of our school in selecting and booking in the future and also to others who may ask for information in regard to films to be used on an educational basis. With our up-to-date card files a minimum of time is required to line up the films desired.

We have been using a three-day booking system. This enables us to carry out our audio-visual aid in the following logical procedure which seems to be the most widely accepted method. In connection with the sub-

ject being taught the first showing of the film is given. It is understood that the Sister in charge of the class has acquainted herself with the content of the film before presenting it to her class. This showing is followed by a discussion of the subject and much reference work. Every reference book, textbook, current educational magazine, map, globe, and other materials containing information relative to the subject is in demand during this period. With the information garnered from the first showing and from reference materials, the class works out certain study questions to be developed during the second showing of the film. Sections of motion pictures which, because of their great importance, bear several repetitions can be shown without reshowing the whole film. As a follow-up to this second showing, time is devoted to reports and discussion of the study questions.

The Movie Room

In our school system we have a special room set aside as the "movie room." Each teacher has learned to operate the machine and is free to show the films to her classes as she chooses. We plan among ourselves which hours we will use the machine so that each one will derive most benefit from its use.

Readers may be interested in knowing that the number of technicolor films on the free list is increasing. With so many free and rental educational films on the market we hope that soon many more children will be enjoying the benefits of audio-visual aid.

Catholic Films Needed

May I call attention to the need that exists for an increase of films of a religious nature. We know the lasting impressions made by "movies" on the minds of children. Why not give them a chance to be impressed with the heroes of God and the wonders of our Catholic religion? Catholic teachers, parishioners, and conductors of institutions could do a great work by putting forth efforts to secure the making and using of more such pictures. We find it very difficult to secure films which correlate directly with religion and Bible history. The greater number of religious subjects procurable at present are sponsored by various non-Catholic sects; hence, the biblical films are based on the Protestant version of the Bible. The beautiful Catholic pictures which are in print on 16mm. sound films rent at such a high rate that our schools cannot afford many of these showings. No doubt a greater demand for the use of these films would make it possible for the producers to lower the rental rate. What a wonderful thing it would be if Catholic Action leaders throughout the country could work out some way of sponsoring a Catholic film library from which all our schools could obtain the desired religious films. Through use of these films we would be able to build up in our Catholic children a better attitude in regard to the Catholic Church and Catholic schools. Our Catholic children should feel that the Catholic Church is the outstanding institution and is one of which they can always be proud.

Catholic Films Available

The following is a list of Catholic films which may be obtained from various distributors. The number in parentheses after the title of the film is the number of reels.

From Ideal Pictures Corporation, 2834 E. 8th St., Chicago, Ill.; 2402 W. 7th St., Los Angeles, Calif.; and 1600 Broadway, New York, N. Y.:

Through the Centuries (7); New Shepherd of the Seven Hills (8); Brother Francis (7); Glories of Rome (4); Messenger of the Virgin Mary (8); Father O'Flynn (8); Perpetual Sacrifice (8); Don Bosco (8); Glory of Faith (8); Miracle of Faith (8); St. Anthony of Padua (9); Monastery (8); Ambassador of Christ (4); Mary Magdalene (5).

From Film Classic Exchange, 505 Pearl St., Buffalo, N. Y.:

The Shepherd of the Seven Hills (8); St. Anthony of Padua (9); Messenger of the Blessed Virgin (9); Mary Magdalene (5).

From Hemenway Film Co., 37 Church St., Boston, Mass.:

The Greatest of All Plays (Oberammergau).

From American Foundation, 542 Fifth St., New York City:

Ave Maria (Schubert's) (1); Go to Church Trailer (Purchase only).

From Bell-Howell Co., 1801 Larchmont Ave., Chicago, Ill.; 30 Rockefeller Plaza, New York City; and 716 North LaBrea Ave., Hollywood, Calif.:

Ambassadors of Christ (3); Brother Francis (7); California Missions (1); Don Bosco (8); Corpus Christi (1); Glories of Rome (4); Life in a Benedictine Monastery (3); The Immortal Joan of Arc (6); Monastery Life of Trappists (8); The Miracle of Lourdes (6); New Shepherd of the Seven Hills (8); Pope of Peace, Pius XI (1); Coronation of Pope Pius XII (1); Rural Quebec Folkways (1); Sacrifice of the Mass (2); St. Anthony of Padua (9); Through the Centuries (7); Messenger of the Blessed Virgin (9); Glory of Faith (8); Father O'Flynn (7); Miracle of Faith (8); When Dawn Came (7).

From Colson Motion Picture Service, 2040 Chatterton Ave., New York, N. Y.:

Don Bosco (9); Ben Hur (10); Mother Cabrini (9); St. Anthony (9); St. Bernadette (9).

Catalogs of Films

Several firms publish general catalogs of educational films, giving the source or sources from which you can obtain each film.

The H. W. Wilson Company, 950 University Ave., New York, N. Y., well known as publishers of *The Readers Guide*, are now publishing an *Educational Film Catalog*. This is a selected and classified list of about 3000 educational films. The price of $5 includes the basic catalog and all supplements through the year 1942.

1000 and One, the Blue Book of Non-Theatrical Films, published by The Educational Screen, 64 East Lake St., Chicago, Ill., is a well-known general catalog. It lists, classifies, and describes educational films giving the rental price and the addresses from which you may obtain the films. The price of this catalog is 75 cents.

Where to Buy, Rent, and Borrow Silent and Sound 16mm. Films is a well-classified directory of film sources issued by the Victor Animatograph Corporation, Davenport, Iowa. The classification of sources in this directory is especially helpful.

The Bell & Howell Filmsound Library (25 cents, Bell & Howell Co., 1801 Larchmont Ave., Chicago, Ill.) is a handy illustrated catalog. Here the films are well classified according to school subjects. This company also acts as a distributing agency.

Various other manufacturers of projection machines publish lists of films and, of course, each distributor has its own list. You can get addresses from the general catalogs.

HOW TO STUDY

The right way to study must be learned, like any other valuable mental habit. It must include at least the following particulars:

1. Concentration of mind on the subject in hand: Most children form the habit of opening the book and allowing the eye to wander aimlessly over the page, while the ears are listening to what is going on in the room and the mind is thinking of anything and everything but the lesson. Mental concentration seems at first a difficult thing to acquire, but it is not. Any boy or girl who happens to read this paragraph can reduce the time now spent in getting a given lesson by one half in a month's conscientious effort to attain a good mental concentration.

2. Systematic application: Have an intelligent plan about your studying. Give it your best and freshest energies, postponing play and other diversions until after your serious work is done.

3. Thoroughness: Understand fully the first steps that you may not stumble over what comes after.

4. Calmness and mental poise: Nervousness is at the root of a vast amount of poor scholarship. Do the best you can by honest, conscientious effort and do not worry over the result.

5. Economy of intellectual force: Much energy is needlessly wasted. After the brain is really tired it is a waste to push it further. Drop the subject and take a run in the fresh air and go to bed and get a good night's sleep. The chances are that the solution of your difficulty will come without effort in the morning. — Canadian Teacher.

The Laboratory in Teaching Science

Paul Scott Stokely, B.A.

(Concluded from the September issue)

IN REPORTING his findings for The National Survey of Secondary Education, in 1933, Wilbur A. Beauchamp writes that "the war is apparently still raging concerning the problem of lecture demonstration versus individual pupil demonstration."[12] He continues in his report to say that in the majority of the schools visited, general science was taught wholly by the lecture-demonstration method. In a few classes in the special sciences teacher demonstration was combined with pupil demonstration. However, in no instance did Mr. Beauchamp find any of the special sciences taught entirely by the demonstration method. The financial pressure upon the schools is probably the leading cause of the preference for teacher demonstrations in science. The economy of time is another factor. It is true that even after expensive individual equipment has been secured for the pupils it is often broken by careless usage. Teachers feel that time as well as equipment is wasted in the laboratory. They see the pupils copying results, or engaged in busywork, devoid of meaning, just to arrive at some figure to fill in the blank spaces in the spaces provided in the laboratory manual. Often teachers hate to have rough-and-tumble high school pupils use equipment in the careless handling of which there is any element of danger in personal injury. To sum up, teachers find the demonstration performed by themselves more efficient and the path of least resistance.

Demonstration for Motivation

The writer has found one value for the demonstration upon which educators seem to agree; that is, the value of the demonstration as a motivating device. The educational psychologist has determined that the more senses of a child which can be stimulated, the more lasting is the impression. The experienced teacher knows, too, that disciplinary problems seem to disappear when every pupil's interest is centered. There is an element of sound judgment and discretion, however, that needs to be considered before the science demonstration is used too freely. As Louis R. Welch[13] points out, the science class may become a science show; and children do not come to school to be entertained. He continues by noting that children may carry away with them a lifelong impression of flashing lights, changing colors, and explosions but may never know the principles or applications which were involved in the experiment. The spectacular type of experiment is of value as a motivation device but it must be confined to that use and not unduly exploited.

Let the Student Work

The champions for individual work in the laboratory are not few. One actively engaged physics instructor in a Cleveland high school insists that, since "laboratory" means essentially a place to work it is important that every pupil be actively engaged.[14] This teacher also points out that care, judgment, and ability to relate values are objectives of prime importance in a science course and can be attained properly only through the handling of the equipment of the science laboratory. Dr. John C. Almack[15] says that the method of "applied science" is the most acceptable method of teaching. Applied science is characterized "by doing" and totally discountenances any procedure that reduces the pupil to the passive role of the observer. In Dr. Almack's own words, "Doing rather than learning is advised because it brings satisfaction of needs and equips for more doing. Moreover intelligent action is not possible without learning."

It would seem then that what is most needed is a healthy balance between pupil experimentation and teacher or group demonstration. It seems quite proper, too, that we may consider any activity period of the pupils a laboratory session. Is pupil activity in schools on the increase in accordance with the theories as expounded by such men as Dr. Almack? Just what is the admixture of demonstration and pupil work in the high school laboratory? As an example of the activity program in high school science, the writer at random picked the course of study in ninth-grade science[16] of the public schools of Muncie, Ind. In Table 3 will be seen a tabulation of the activities suggested in the outline of the course and the frequency of occurrence of each activity.

TABLE 3. Suggested Activities in Ninth-Grade Science in the Muncie City Schools

Activity	*Frequency*	*Activity*	*Frequency*
Build	1	Illustrate	2
Compare	9	Learn	2
Collect	2	List	2
Demonstrate ...	6	Make	3
Diagram	3	Observe	18
Dissect	2	Outline	1
Experiment	14	Perform	1
Examine	2	Prepare	1
Field Trip	11	Read	8
Find	2	Report	15
Formulate	1	Study	22
Graph, Chart ..	12	Test	3

The rather nebulous term "study" heads the lists of activities. Field trips, observations, and reports are the next in frequency of occurrence. These three seem to go together naturally and with them might be grouped the construction of charts, graphs, and diagrams. Testing, dissecting, and experimentation very plainly are more in favor than any type of demonstration.

The writer is of the opinion that the laboratory has not failed but that rather the teachers have failed the laboratory. Undoubtedly both teacher and pupil demonstration are of value but they cannot replace the satisfactions and learning experience that come about as a result of having done something for oneself. New ideas and concepts of what constitutes the laboratory equipment which is most desirable, broader concepts of the types of activities that may properly constitute a laboratory period, and a different type of laboratory manual are the things most needed to restore the laboratory to its proper place in the secondary school program.

Use Material at Hand

"The resourceful science teacher is one who can use what material he may have at hand, even though it may be limited in quality and quantity."[17] Thus writes one experienced science instructor. A dearth of expensive and exact laboratory equipment may be a distinct asset to the program of the school and under no circumstance does it need to be an excuse for abandoning the "lab." The local five-and-ten-cent store can be the source of supply for many science experiments. The instructor is quite likely to meet this suggestion with the complaint that little accuracy could be expected from such materials. But painful accuracy is the "bugbear" of laboratory to young pupils and it is the "mass effects" that are important. To the adolescent all small, cramped movements are difficult and he longs for activities which will allow use and exercise of the big muscles of his body. This type of bodily growth found in adolescents is very similar to the type of mental activity best suited to this age group. The experiments in their science studies should be for the general effect; that is the important thing.[18] This concept is further and more broadly supported by a physics instructor who writes, "Physics is a robust thing and we use toys with which to teach it."[19] He complains that science is not a reality to most of us. As an example of his method, this man points out that to Archimedes a lever was a wooden beam. This it is to anyone who has a practical knowledge

[12]Wilbur L. Beauchamp, "Instruction in Science," *National Survey of Secondary Education*, Bulletin, 1932, No. 17, Monograph No. 22. United States Government Printing Office, Washington, 1933.

[13]Louis R. Welch, "Science Shows or Science Classes?" *School Science and Mathematics*, Vol. 36, June, 1936, pp. 651–653.

[14]Physics Department, Technical High School, Cleveland, Ohio. "The Laboratory," *School Science and Mathematics*, Vol. 33, May, 1933, pp. 519–521.

[15]John C. Almack, "The Method of Applied Science in Teaching and Administration," *School and Society*, Vol. 38, Feb., 12, 1938.

[16]"Natural Science Course of Study for Junior High Schools," *Department of Educational Research*, Monograph 11, Board of Education, Muncie, Ind., Sept., 1935.

[17]Guy M. Lisk, "The Resourceful Science Teacher," *Education*, Vol. 56, pp. 415–417, Mar., 1936.

[18]T. J. Kuemerlein, "Science Experiments with Five-and-Ten-Cent-Store Equipment," *School Science and Mathematics*, Vol. 33, pp. 544–547, May, 1933.

[19]Herschel Newton Scott, "A New Method of Teaching Physics," *School Science and Mathematics*, Vol. 37, pp. 976–980, Nov., 1937.

of levers and a meter stick is a poor substitute for a beam or a crowbar. In his classes this teacher uses a well-seasoned cypress beam, 2 by 4 and 10 ft. long, for a lever.

Let Students Plan Experiments

In the *Proceedings of the National Education Association* (1936), Dr. Skewes wrote that as a result of a science course pupils should be able to base their opinions on fact, to distinguish between fact and theory, to formulate hypotheses, to *invent experiments* for checking hypotheses, and to select the proper variables and controls in an experiment.[20] With most of the laboratory manuals now in use, such objectives are practically impossible of attainment. What opportunity does the average high school student have to invent experiments? How many of them know what is meant by a control? These questions direct attention to one of the glaring weaknesses in the present setup of the proceedings in the high school laboratory.

If from the experiences in the classroom, "carry-over" is expected into the other activities of the pupil, and if the pupil is expected to interpret his everyday environment, then the procedure of the experiments in science ought to be in terms of his everyday life and with tools with which he is familiar. In a personal conversation with the writer, Dr. Paul E. Martin, of the department of physics at Muskingum College, told of a professor of physics at the Kansas State Teachers College who, when he wanted steam for an experiment for his class, borrowed his wife's teakettle. This professor could very easily have used steam that was piped to the laboratory and used laboratory ware but he chose the teakettle to emphasize the importance of making science a realistic and vital thing. Dr. Martin also said that he had proved by controlled experiment that his students got more from a demonstration or an experiment in which the apparatus was made by the students than they did from experiments in which they used equipment which had been purchased from scientific supply houses.

Encourage Home Activity

In the 1935 *Proceedings of the National Education Association,* it was pointed out that it was desirable to promote a maximum of home-science activities.[21] With this end in view, it follows that as much use as possible should be made of home materials: bottles, pans, cups, pupil-owned microscopes, and chemistry sets, and the like. If pupils use and care for the apparatus which they have constructed themselves or which has been made by fellow pupils, they will be additionally careful of the equipment. Too, if such simple and inexpensive equipment is broken in the laboratory the replacement cost will not be so prohibitive as to make pupils fear to handle the things. Teachers would not have to fear for the breaking and wasting of the more expensive and elaborate pieces of apparatus either if they were able to create in students a more wholesome attitude toward the laboratory. Pupils should be helped to realize that in the laboratory they are going to learn the methods used by great scientists when they made epochal discoveries. They will be able to use some beautiful and expensive instruments like these famous men used.[22] It is perfectly possible for pupils to develop an attitude of care rather than fear in the use of equipment.

Dr. Hunter says that the most effective bit of science teaching that he has ever done was in a science room that was practically bare of equipment save for a few odds and ends. He continues by saying that, although he does not advocate lack of laboratory facilities, he does point out that homemade apparatus and student-planned experiments are often more valuable as teaching aids than the most expensive equipment.[23] If the objective of science can be attained through the manipulation of the materials in the laboratory, then the apparatus and supplies are well worth the money spent on them. But if these same objectives can be attained better, or at least as easily attained, by the use of homemade, student-created apparatus, then those people who criticize the spending of large sums of money on high school laboratories are fully justified in the attitude that they assume. What is needed is the establishment of definite curriculum materials that have proved their worth under controlled experimentation.

A Program by Teacher and Students

Although this investigation is probably too sketchy to establish any principles, the writer does feel justified in drawing a few conclusions regarding the use of apparatus and the laboratory in high school science, especially in general science. First, there is a definite need for extensive experimentation to establish the comparative values of homemade, simple equipment and the more elaborate and more expensive apparatus purchased from the manufacturers of scientific apparatus. Second, science was first established in the high school curriculum as a laboratory subject and students were expected to be provided with the necessary equipment for an optimum number of experiments. This was followed by a trend to eliminate student experiments, replacing them with a comprehensive list of teacher demonstrations. At the present time, the pendulum seems to be swinging back in favor of more student activity and it, therefore, seems desirable now to provide material for a combination of student experiments and teacher demonstrations in secondary school science.

[20]George D. Skewes, "Trends in the Instruction of Science in the High-School," *National Education Association Proceedings,* Vol. 74, p. 357, 1936.

[21]Harry A. Carpenter, "The Question of Science Equipment and Materials," *Proceedings of the National Education Association,* Vol. 73, pp. 634, 635, 1935.

[22]Physics Department of Technical High School, Cleveland, Ohio, "The Laboratory," *School Science and Mathematics,* Vol. 33, pp. 519–521, May, 1933.

[23]Hunter, *op. cit.,* p. 486.

SECULAR EDUCATION DEFICIENT

Secular education alone fails to teach the difference between right and wrong. Children who are not trained either at home or in school to make that distinction have little or no conception of what the Ten Commandments—the foundation of all Christ's teaching—mean. They commence life with a deficiency which makes them more or less incapable of reconciling their general conduct with the good of society. The delinquency of many children can be traced to such deficiencies in their early training.—Cornelius J. Harrington, Judge, Circuit Court of Cook County, Chicago, Ill.

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MA *Laboratory Equipment for Minnesota High Schools,* 1937.

OK *Science Equipment for Oklahoma High Schools,* 1937.

IA *Laboratory Equipment for Iowa High Schools,* 1937.

WV *Laboratory Equipment for West Virginia High Schools,* 1937

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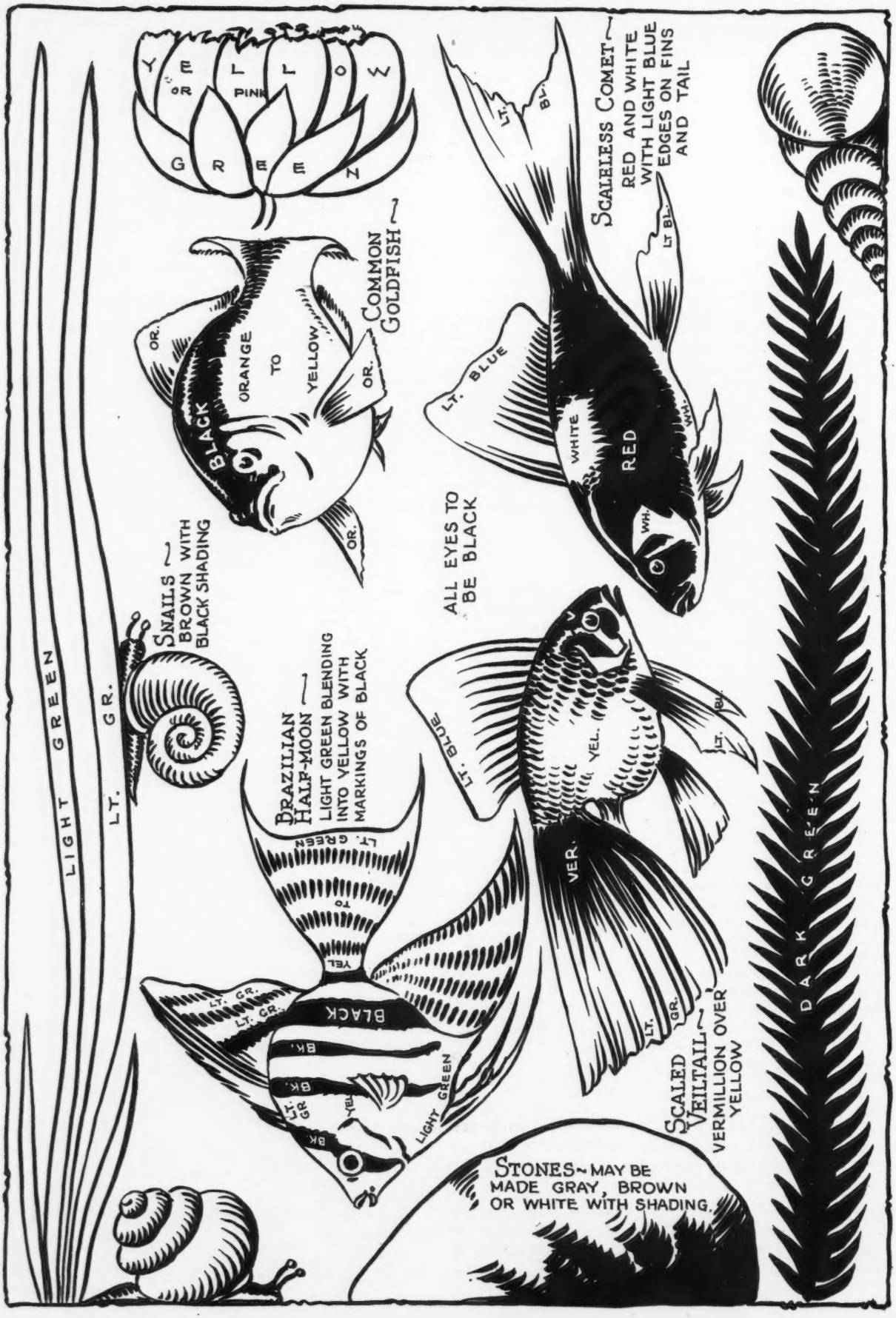


An Aquarium Window Decoration. The Fish, Plants, Rocks, etc., are to be drawn, colored, cut out, and assembled on the window as shown on the opposite page. — *Designed by W. Ben Hunt*

Practical Aids for the Teacher

THAT ARITHMETIC

A Sister of St. Francis

Every teacher, beginner or experienced, should plan what he is to teach, when he is to teach it, and the procedure that he is to follow in the classroom. This is especially true in these times of changing social and economic needs, revised curriculums, increased classes due to extended school-age laws and the lack of absorption of prehigh school students in industry, the changing of textbook content to conform to the demands of the time, and the new educational concepts of teaching and learning as emphasized by the scientific studies made in this field in the past few years.

For these and kindred reasons, every teacher, new and old, must be alert to our ever changing social order and must reflect these changes in the classroom presentations so that his work may be productive of the greatest good for the greatest number of students.

Plan for the Term

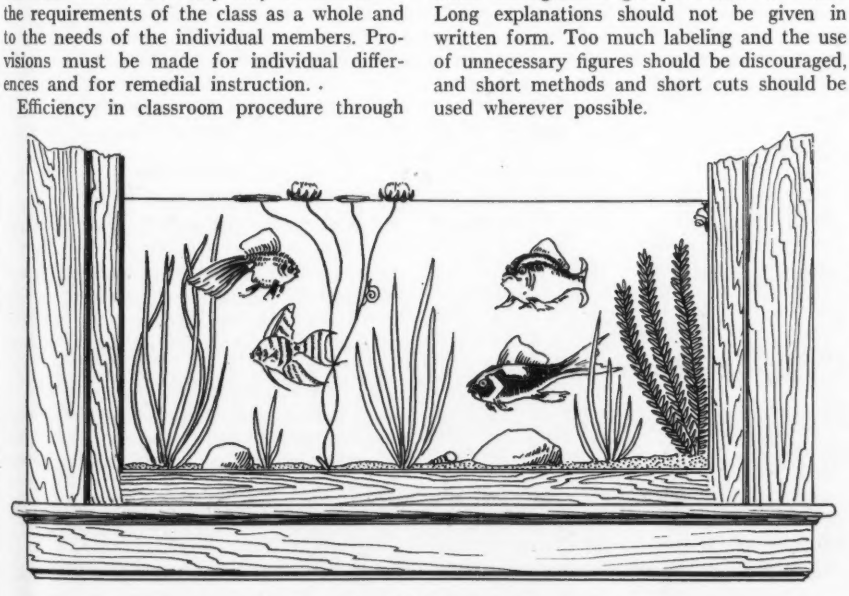
He should prepare an outline covering the term's work, estimating the amount of work to be covered each week. He should make a daily lesson plan that will serve as an estimate of and guide to the amount of work to be completed in the classroom. The usefulness and benefits to be derived from such outlines and plans are enhanced, not by a dogmatic adherence to them, but rather by the ease with which they may be molded to the requirements of the class as a whole and to the needs of the individual members. Provisions must be made for individual differences and for remedial instruction.

Efficiency in classroom procedure through the mechanization of classroom routine will improve the student's work and save time. There are some, myself included, that do not approve of a great deal of blackboard work by the students, feeling that the results do not warrant the time and effort required. In classrooms where such work is done, however, a source of disorder would be avoided by having the blackboards numbered and assigning students by number.

Charts and illustrative material should be on hand when needed. Paper and other supplies should be distributed systematically by prearrangement, and assignment for homework should be made at a predetermined time, not whenever the teacher happens to think of it or when the bell rings for dismissal.

In written work, a single-line heading should suffice, rather than elaborate headings and much ruling of paper. Examples of problems should be dictated only when testing or when work in notation (the writing of numbers) is given. Sufficient problem work should be assigned to keep all students busy, the fast as well as the slow. Class time should not be taken to explain examples or problems worked correctly by a large majority of the students.

Supervised study should be encouraged. Rather than requiring all students to work together, the teacher should provide work for small homogeneous groups within the class. Long explanations should not be given in written form. Too much labeling and the use of unnecessary figures should be discouraged, and short methods and short cuts should be used wherever possible.



An Aquarium Window Decoration.

The full size units are shown on the opposite page. A strip of blue paper, one fourth inch wide, is used for the water line and a piece of buff craft wrapping paper to suggest sand at the bottom. More weeds may be made if the window is quite wide. If the fish are drawn on heavy tracing paper with good crayons they will look interesting to the pupils as well as to outsiders. Some fish may be drawn in reverse also if more fish are needed.

Assign Reasonable Problems

Much time is wasted and needless effort exerted if the wrong type of examples or problems are used. Such problems are those in which the numbers are too large, the columns needlessly long, or the fractions of a type that is seldom or never used. Problems of this kind result in absolutely no carry-over of fundamental skills or knowledges to other topics and are, therefore, worthless as learning instruments. Other groups of examples and problems of the same kind are those contrary to business or social experience and those involving obsolete or needless processes.

Let us assume that the lesson to be taught involves the various methods of checking the fundamental operations. The teacher should review briefly, for motivation, the applications of addition, substraction, multiplication, and division to business situations, such as the preparation of recapitulation statements; change making; cashbook and ledger work, determining profits on sales, and net proceeds from sales; preparation of bank checking-account records, such as the checkbook stub and bank reconciliation statement; billing; preparation of profit-and-loss statements and other bookkeeping records; and preparations of pay rolls.

Such an introduction as this tends to make the work to follow purposeful and meaningful. It emphasizes the social values of the subject, as it directs the student's attention to the importance of the fundamentals in his immediate preparation for future economic activity.

Stress Accuracy

Discuss with the class the high standard of accuracy that is an absolute requisite for satisfactory work in arithmetical operations in the classroom and, later, in the office or place of business.

If the students are guided, through adroit questioning, they will come to appreciate the value of accuracy and the methods of checking for accuracy. Let them decide what probably would be the result if the billing clerk added incorrectly or made a mistake in the extensions on a bill; or if a clerk in the paymasters' department computed the pay roll incorrectly; or if the bookkeeper figured the customers' balance erroneously, etc. Let them learn to appreciate through their own reasoning the necessity for 100 per cent accuracy in all their arithmetic work.

Present the preferred method of checking each of the four fundamental processes. Mention the other methods that may be used to check each process, and, if time permits, work one problem by each of these methods, pointing out by comparison the desirability of the preferred method.

Begin every lesson with a rapid-fire oral drill of five or ten minutes' duration on the fundamentals of operations.

The oral drill will serve as a "warming-up" period, preparatory to starting the new work. This speed drill on the fundamentals may

An Aquarium Window Decoration. The Fish, Plants, Rocks, etc., are to be drawn, colored, cut out, and assembled on the window as shown on the opposite page. — Designed by W. Ben Hunt

take various forms. The drills should be written on the blackboard and the students called to perform the operations indicated by reading the results orally. Interest may be added by using a stop watch in timing the students. A competitive spirit may be aroused by calling upon others to try to beat the record.

The value of the drill will depend upon the ease with which it may be administered, the interest it arouses in the students, and the results in increased speed and accuracy in performing the fundamental operations.

Vary Drill and Classwork

The speed drill given at the beginning of every class period may be varied, for interest, by reviewing on alternating days one or more of the principles already studied in other topics. There is little or no retention without interest and attention. Variety in drill and classwork will help to attain these essentials of learning, and making the drills applicable to the new work of the class session, will result in some transfer of the skill developed to the new work.

Correcting Papers

Following the speed drill, the homework of the preceding day should be checked and collected. Several methods of checking students' homework have been found satisfactory. A few others are listed:

Have students exchange homework papers for marking purposes. Each student will write at the bottom of his neighbor's paper, which he is to mark, "Corrected by ....." This identification encourages exactness. Read the correct answers to the class, instructing the students to place a check mark after each problem that is solved correctly; and, if incorrect, to write the correct answer with a ring around it next to the answer on the paper.

The homework papers should be returned to their owners and two or three students called upon to copy, from their corrected homework papers, representative problems on the blackboard. Each student sent to the blackboard should then be requested to explain to the class how he arrived at his answer. This procedure will be productive of several results:

1. The principle and method involved in the solution of the problem will be reviewed.
2. A more lasting impression will be left in the minds of the students if they see the solution on the blackboard.
3. The readiness or lack of readiness of the student to explain the solution called will indicate whether or not he did his own homework.

All these results will tend to encourage more individual work, will aid in self-expression, and will arouse the interest in the classroom proceedings that is so essential to the teaching and learning function.

Following the collection of the homework, the new work should be presented.

Distribute paper or request the students to use their notebooks, and assign for classwork at least one problem based on each of the new principles just presented. Instruct the pupils to show all work necessary to arrive at the solution of each problem.

After a reasonable length of time has been allowed the students for their classwork, the teacher should place the solutions to the classroom problems on the blackboard or assign several students to copy their solutions on the blackboard. This will make a brief discussion of errors in the solutions and will clarify in the minds of the students any uncertainties in their understanding of the methods to be used.

Making the Assignment

The presentation of the new work for the day should be followed by the assignment of the homework for the following day.

Although it is entirely possible, and even logical in some subjects, that the homework for the next day should be assigned at the beginning of the class period, in a subject like arithmetic a proper motivation is achieved by making the homework assignment immediately after the new work has been explained. This makes certain that the student will understand the assignment. In order that the greatest amount of good may result from the assignment, it should not be longer than the time devoted to the subject in class and preferably not more than 20 or 30 minutes. The teacher should explain what is to be done, how the work should be arranged on the paper, how many details should be shown, and should make certain that every student knows the purpose of the assignment.

Such time as may remain after the homework assignment has been made may be used to good advantage in many ways. For example:

Depending on the time remaining, assign one or more problems, based on the new work assigned in class, so that each student may be given a mark for classwork.

In this way the teacher will be able to ascertain how effective his teaching was and whether any more class time will be required to reteach the subject. He will also learn how attentive his students were.

Also depending on the time remaining, assign for review one or more problems based on a topic previously covered in class.

Only by constantly reviewing can the student retain that which has already been taught.

A rapid oral drill on various topics and principles already studied may result profitably to the students.

A vocabulary drill is invaluable, as it has been found that much of the difficulty in learning is due to a lack of understanding of the terminology used.

A short drill in estimating answers should frequently be given by choosing problems for which the approximate answers can be estimated.

Such a drill promotes accuracy in problem solving and is a valuable asset. The student should be encouraged to check the reasonableness of the answer to every problem solved.

The time remaining near the close of the class period may be used for supervised study.

By permitting the students to start their homework, it is possible for the teacher to give individual instruction to those who missed work because of absence, or to slower students who find difficulty in keeping up with the rest.

At the conclusion of every topic, a test should be given to the class to measure the progress and achievements of the students and to determine where remedial instruction is needed.

The answers may be graded by the students by following the methods suggested for handling homework papers.

After examining their returned papers (graded), the pupils will be in a better position to ask questions intelligently. By analyzing the types of errors made by the students, the teacher will be able to modify the teaching plan to meet the needs of the students.

A Preparation for Living

The subject of arithmetic should be taught not merely as abstract drills and operations, but rather as a preparation for living. The teacher should present it as a skill that finds its value in and derives its usefulness from actual living, by showing the application of its principles to life situations. It must be made real, living, vital.

The student learns best those arithmetical facts and principles that arouse his interests and that are within his comprehension. Every operation, no matter how elementary, must definitely be tied up with an economic or social activity within the sphere of the student's position in society and within his understanding.

Only by avoiding stereotyped and mechanized teaching and by bringing to the classroom a vivacious interest and spirit in the subject, and an enthusiasm for the values that the subject affords, can the teacher inculcate in the students the desirability of mastering the study, and only then can real teaching result.

A POLICEMAN'S ROSARY

Last winter a New York policeman, Edwin Maher, was killed by a robber whom he had been the means of capturing. Since Mr. Maher was well known not only as an efficient police officer, but also as a leading member of the Holy Name Society and of his parish and the police department, a frequent Communicant, and a generous Catholic gentleman, it was an easy task for a priest to speak at his funeral. "One aim alone was his in life," said the speaker, "to be a good Catholic and at the same time a good policeman."

But the climax of Mr. Maher's eulogy came with a reference to the rosary in his hand when he died. "His faith was his guide and support in life. And a striking manifestation of that faith was given even in death. When the uniform glove was removed from his cold, lifeless hand — a hand chilled and stilled in the course of its duty by the bullet of a madman — there was his rosary, found clutched in the grip of death, and hidden beneath that glove. Yes, he died as he lived, exemplifying the ideals of his faith and his devotion to duty."

It's Write Time

Art, Typing, and English, Combine to make a Project

Sister Julia, S.C.L.

A teacher needs to be a prospector, "a gold digger," in both senses of the word: a prospector in appreciating that much valuable ore is there in the pupil waiting to be separated from the slag, and a gold digger in getting all the valuable material from the pupil. The main thing at any time is to get the assignment *from* the pupil rather than to give it to him; and the process is not as difficult as it may seem, provided there is an incentive. Correctness of speech and of writing, like etiquette, is a matter of refinement; enthusiasm for it in high school students is aroused only through special ways of presenting material and creating a desire for it; for these students want to see and know the reasons for, and the value of, everything they do. Now, expression of thought can be developed best through writing that is both interesting and practical — practical from the standpoint of being valuable as pleasure or work.

Booklets Solve the Problem

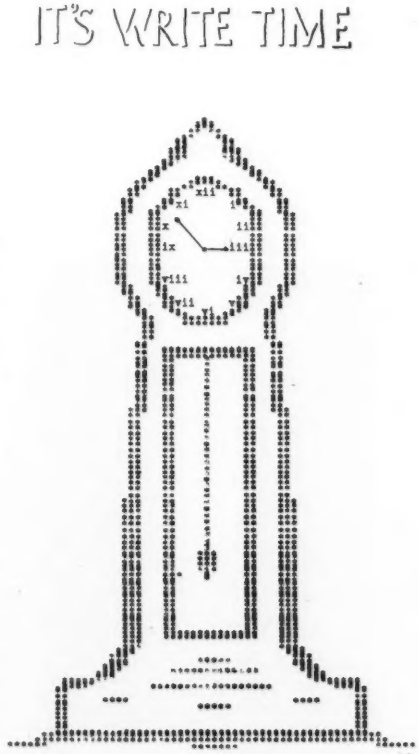
In consequence of the foregoing, I gave much thought to developing a plan that would give students the opportunity to write "each in his separate star"; and the result was a combination of art, typing, and English in one project. All composition work can be handled effectively through the medium of making booklets which brings into play all the mechanics of writing: sentence structure, phrases, clauses, punctuation, and can even be made to include the various types of literature. The making of booklets can take care of everything in the way of syntax in an interesting and profitable manner. Not only can all the mechanics of writing be taught, but research work becomes a pleasure and the compilation of term papers with their incumbent footnotes and bibliographies all become a part of the day's routine and are more thoroughly understood than if they are dealt with but once during the course of the year and set aside. In both my junior and senior English classes I have taught composition through the making of booklets, two of which I am explaining in this article.

Classbook of Hobbies

"A Classbook of Hobbies," with each student contributing a chapter, proved an entertaining and beneficial way of teaching composition. The purpose of my choosing this type of booklet to be compiled by the class was the belief that composition without life is decomposition; hence, taking the subjects that the pupils wanted to write about would put life and enthusiasm into their written work. And it did, with the result that syntax was never thought of as tedious routine drill.

Because I keep a file of cards with the pupils' names, parents' names, parents' occupations, what work the pupil himself has done, what he has made, what games he plays, whether he has a dog, where he spends his summers, what his general interests are (all information gained in conversations with pupils, but never by direct questioning) it was not hard to determine what hobby he might have or in what he might be interested. This gave a clue to a list of hobbies to suggest when the class contributions ran low. So, I set about this project by having the class suggest hobbies of their own and hobbies in which they thought they or others might be interested. I supplemented this list with ideas I had gotten from my cards.

When the list of hobbies on the board seemed exhaustive, sentences relative to them were written on the board by the students. As the keynote of success in teaching correct composition lies in giving practice in expressing ideas correctly and clearly, oral work preceded the written work. The board work gave an opportunity to work on diction, spelling, sentence structure, punctuation, clarity, and the place of emphasis in the sentence. Next the sentences were grouped into paragraphs. Seldom was it possible to write an entire paragraph on the board, due to limited board space and the size of the class, but while some students wrote at the board others wrote at their seats and revised their work from the corrections given the students at the board. Emphasis, unity, and coherence in the paragraph were discussed and a genuine interest was manifested by the class in the task of revision. Each student, keeping in mind his contribution to the hobby book, utilized corrections, avid to excel in the writing of his "chapter" of the book. This sentence and paragraph review took several class periods, for, although ability to construct and punctuate written work is partially developed before the junior and senior years in high school are reached, I believe teachers of English will agree with me when I say that except in unusual cases drill is needed.



A Cover Design for a Booklet Made by Sister Julia's Class.

Cooperation and Generosity

Besides developing writing ability, another advantage gained by composition work of this kind is that students develop a sense of responsibility based on authorship. They gain in self-respect. They feel they have something to contribute and strive to make their contributions worth while, if not perfect. Too, this type of work helps to bring about a realization of what *is* worth while and the effort it takes to make a good contribution. Arguments of a friendly nature help diction to be choice and vocabulary to grow, and the students' criticisms of each other bring home to them the necessity of every fact being provided with proper couplings. The work all becomes one related objective. Combining art work and typing with English composition develops a spirit of cooperation, camaraderie, and generosity.

When the sentence drill and review, past experience and present knowledge, had been exhausted, all available material on hobbies in general and particular was made accessible for class use. After browsing through these books and magazines, any member of the class that had set out without a hobby adopted one before the research work began. Notes were taken on cards with the source notated on the back of the card. Research work was done orderly and systematically; class instruction preceded each step; troublesome constructions were ironed out; board work combining research material with individual concepts gave ideas and examples. Following the taking of notes, the papers were organized and typed and signed by the individual students; after each chapter was the bibliography for that particular hobby. In the cases in which several students were interested in the same hobby their several papers made one chapter with their combined bibliographies following it. In order to teach the use and placement of footnotes each paper had to contain at least one.

Title Pages and Prefaces

Title pages of various books were considered, prefaces were studied with a view to learning their purpose. (Here I might say, incidentally, that this in itself was very practical; many students had never understood the exact purpose or the value of a preface.) The class divided into groups to write a preface, work out the title page and the table of contents, and design the cover for the book. Art ability was utilized also in illustrating the various chapters. Several of the

compositions were plentifully illustrated with diagrams, drawings, ink sketches, etc. Again cooperation played a big part. Those who could draw helped those who could not, those who could type typed the work of those unable to do so. The classroom became a workshop with research, writing, lettering, designing, all going on at once. Those students who finished their contribution first and were unable to assist others were permitted to utilize the class time in reading or study, and invariably they turned to reading more about their particular hobby.

When all the work was completed, the book was bound and given to the library and has since proved a serviceable, though inexpensive, source book for both hobbies and the bibliographies of hobbies. But it has been *invaluable* in other ways. Students who had found time on their hands before, developed hobbies that absorb them now. New interests, which make leisure time both profitable and pleasurable, were developed in fields never thought of before.

Make-Up of Books

The following are the title page, preface, and table of contents as they appeared in the finished volume.

A BOOK OF HOBBIES
written by
a
JUNIOR ENGLISH DIVISION
of
The Class of 1939

WARD HIGH SCHOOL
Kansas City Kansas
1938

PREFACE

We, the authors of this book, while in our junior year, comprise one English division of the class of 1939.

The making of this book of hobbies has been a project not only enjoyable to us but interesting and profitable as a means of broadening our interests and satisfying our desire to use our leisure time. Besides this, we have learned the technique of writing. This book is arranged in chapters, each chapter relating to one hobby. The bibliography for each hobby follows each chapter respectively.

It is our hope that those who read these pages will be moved to adopt some of our hobbies as their own.

The Authors

TABLE OF CONTENTS

Light and Life: A Unit in General Science

Sister M. Hope, C.DP.

General Purpose

What the Unit Is to Do:

To develop correct habits of observation and thinking.

To develop scientific accuracy in expression, oral and written.

To develop desirable attitudes of conduct.

How to Accomplish These:

Introduce new interests that lead to personal development.

Accustom pupils to new environments, either social or physical.

Help them to face problems in life and acquire self-reliance and skill in solving them as many scientists did.

Train them to correct appreciations of God's creatures and man's inventions.

Specific Purposes

Make pupils realize the inestimable benefits derived from light.

To see the gradual progress in the history of illumination.

To study light in its relations to man, and to animal and plant life.

To develop in pupils the habit of using the library and other sources of useful information.

To increase a desire for keen observation and experimentation.

Useful Materials

Encyclopedias:

Americana, Vol. 17, 1919.

Brittanica, Encyclopedia, 14th edition, Vol. 14, 1929.

Catholic Encyclopedia, Vol. 6, 1913.

Compton's Pictured Encyclopedia, Vol. 8, 1935.

Home and School Reference Work, Vol. 1924.

Books:

Baker, Robert H., *When the Stars Come Out,* The Viking Press, 1937.

Beauchamp, Wilbur L., *et al., Science Problems,* Book 2, Scott, Foresman and Co., 1936.

Black, Newton Henry and Davis, Harvey N., *New Practical Physics,* The Macmillan Co., 1929.

Caldwell, Otis Wm., and Eikenberry, Wm. Lewis, *Elements of General Science,* Ginn and Co., 1924.

Chemistry Class of O.L.L. High School, *The Home,* O.L.L. Bindery, 1939.

Fraser, Chelsea, *Heroes of the Air,* Thomas Crowell Co., 1930.

General Science Class, O.L.L. High School, *Elements of Science,* O.L.L. Bindery, 1938.

Thomas A. Edison
— Reproduced from *Essentials of Applied Electricity,* by E. W. Jones. Bruce Pub. Co.

Houston, Edwin J., *Wonder Book of Light,* Fred. A. Stokes Co., 1908.

Houston, R. A., *Light and Color,* Longmans Green and Co., 1923.

Hudspeth, Jack C., *Tours Through the World of Science,* McGraw Hill Book Co., 1936.

Iles, George, *Leading American Inventors,* Henry Holt and Co., 1912.

Lake, C. H., Harley, H. P., Welton, L. E., *Exploring the World of Science,* Silver Burdett Co., 1939.

Lynde, C. J., *Physics of the Household,* The Macmillan Co., 1917.

Pieper, Charles J., and Beauchamp, Wilbur Lee, *Everyday Problems in Science,* Scott, Foresman and Co., 1925.

Physics Class, O.L.L. High School, *Great Scientists and Their Inventions,* O.L.L. Bindery, 1938.

Sadtler, Schmucker S., *Chemistry of Familiar Things,* J. B. Lippincott Co., Revised Edition, 1916.

Webb, Hanor A., and Beauchamp, Robert O., *Science by Observation and Experimentation,* The Appleton-Century Co., 1935.

Wood, G. C., and Carpenter, H. A., *Our Environment and How to Control It,* Book 3, Revised Edition, Allyn and Bacon, 1934.

Magazines and Pamphlets:

The National Geographic Magazine, The National Geographic Society, Washington, D. C., 1940–41.

The Science Leaflet, American Institute of the City of New York, 1940–41.

The Science Counselor, Duquesne University Press, Pittsburgh, Pa., 1940–41.

Popular Science Magazine, Popular Science Publishing Co., New York, N. Y., 1940–41.

Current Science, American Education Press, Columbus, Ohio, 1940–41.

Motivation

A chart, showing the history of illumination in drawings made by former science students, of torch, grease lamp, kerosine oil lamp, gas lamp, and incandescent lamp, ancient and modern. This aroused an interest in learning more about great scientists and their work.

Colored pictures, showing light conditioning at low cost in the home. All modern elec-

tric lamps which add to our comfort and convenience were displayed in every part of the home. Explanations accompanied these pictures concerning the proper distribution of light to the best advantage.

Introduction

A list of reference books for reading on the topic of light as well as on the lives of great scientists, was given each student. A set of leading questions was also distributed which was to serve as a guide to library work. Pupils were also encouraged to visit the Public Light and Service Company as well as photographers' studios for information, in order to be able to participate intelligently in discussions in class. Children, whose parents were employed in the above-mentioned places, were asked to give oral reports.

The Questions

I. What is light and how does it travel?

Its nature:

1) Has it weight? (2) Is it a form of energy? (3) Can it be reflected and absorbed? (4) How fast does it travel? (5) Does it travel faster or slower than sound? (6) Which is more important to you, light or sound? (7) When scientists say "Light is intangible" what do they mean?

How is light controlled?

1) What effects have clouds on light? (2) Should plants be kept on window sills? (3) May aquariums be placed on windows? (4) What kind of glass cuts off some light? (5) Why are translucent curtains used? (6) What is the meaning of translucent? (7) Why are lamp shades used? (8) In what three ways is light distributed? (9) Which of the three ways is the best? (10) What effect has light on your health? (11) Has light anything to do with the growth of bacteria?

II. What are the sources of natural light?

What is the greatest of all sources of light?

1) How does light from the sun reach us? (2) Which rays are heat and which are light rays? (3) What causes a total eclipse? (4) What causes a partial eclipse? (5) What would be the result if the sun would fail to rise? (6) Does the sun really rise and set? (7) What makes sunrise and sunset so beautiful? (8) Why is it hotter in summer and at noon than in winter or morning and evening? (9) When is your shadow the longest? When the shortest? (10) What causes a shadow?

What are other sources of natural light?

1) What is a star? (2) How does it differ from a planet? (3) Does the moon give light, if so, how? (4) What are the phases of the moon? (5) What is meant by the "Milky Way"? (6) What is a constellation? (7) What do we mean by satellites? (8) What is the only satellite the earth has? (9) What is the use of a telescope? (10) Who invented the first telescope?

What are some sources of artificial light?

1) How did the primitive men produce light? (2) What was the torchlight and when was it used? (3) When was the first ancient lamp invented? (4) What kind of oil was used? (5) What kind of light did it give? (6) How does a tallow candle give light? (7) Can you make one, if so, how? (8) When did the street lamp come into use? (9) When did man begin to use the wick? (10) How does a kerosine lamp work? (11) Where is it still used? (12) What invention improved the kerosine lamp? (13) What is our modern source of light? (14) What is meant by an incandescent lamp? (15) Who invented it? (16) Do you know the story of that inventor's life? (17) What filament was first used and what was the result? (18) What filament is now used? (19) What twofold advantage is derived from the use of tungsten filament? (20) What could you not enjoy after dark, if we had no electric light?

III. What are some important uses of light?

How does light help us in our home?

1) What is the first thing you do on a dark, dreary day? (2) What effect has a bright light on a dark room? (3) How does light help mother in the kitchen? (4) Could a seamstress get along very well without good light? (5) In what way does light add to our comfort in the home? (6) What effect has it on our disposition and health? (7) Could pleasant recreation at home be enjoyed without light? (8) Would picture shows and musical entertainments be possible at night without light?

How does light affect the business world?

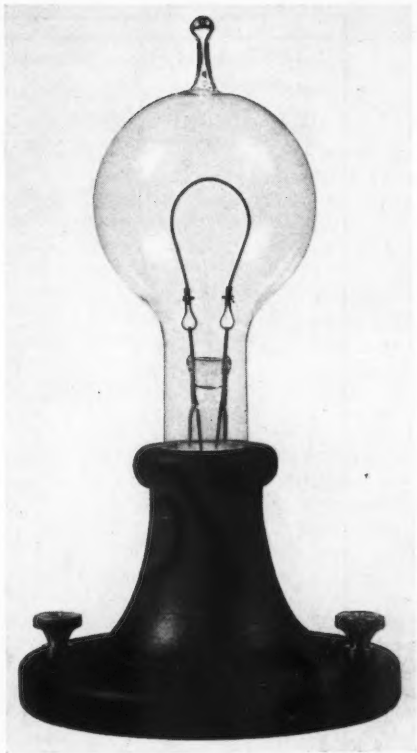
1) Could we have any goods for exchange without sunlight? (2) What would this world of ours be without the sun? (3) What effect has light display on advertising? (4) What is absolutely necessary for safe traffic especially at night? (5) What effect has properly lighted streets on burglars? (6) Why do most cities have red, green, and yellow street lights in conspicuous places? (7) Why are lighthouses erected? (8) What must every airplane have as well as every automobile? (9) When street repairs are made, what is always placed near the spot to indicate danger? (10) Why is our Blessed Mother called "Star of the Sea"?

What effect has light on plants?

1) Can plants make their food without light? (2) Besides light, what else do plants need in order to make their food? (3) Do plants make food at night or in daytime? (4) When a plant is placed on a windowsill, the leaves always turn toward the sun. Why? (5) Why do vines climb up high on trees? (6) When plants are kept in dark rooms for some time, they become pale. Why? (7) When do grains and other crops ripen? Why? (8) What ripens all our delicious fruits? (9) Where do we find most of our luxurious vegetation? (10) Why is springtime the best for plant growth?

How does light affect our animal kingdom?

1) Do animals make their food as plants have to do? (2) Are all animals able to find food in the dark? (3) What animal can see in the dark? (4) Which animals can live in the Arctic region? (5) Which animals can live only in Tropic regions? (6) Can animal life be possible without plant life? (7) Is plant life possible without rain? (8) Is rain possible without sunlight? (9) In what regions does it rain most? Why? (10) In what zone is animal life most abundant?



Replica of the Original Edison Lamp (1879). The First Practical Filament Lamp.
— Courtesy General Electric Co.

Activities

I. Religion

Light plays a very important part in the liturgy of the Church.

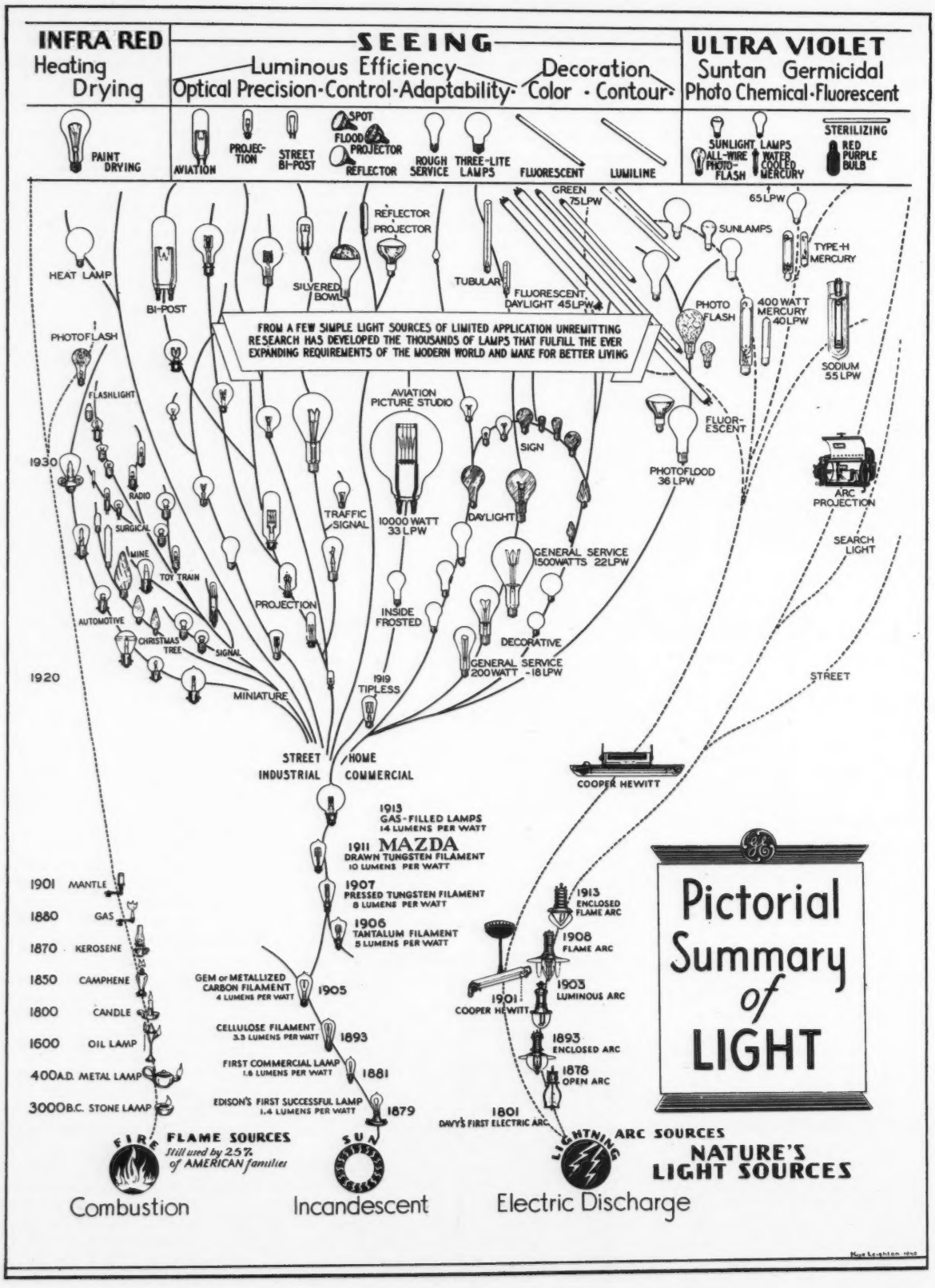
1) Administration of most of the sacraments is accompanied by candlelight. (2) The sanctuary lamp burns in our churches day and night. (3) Perpetual adoration chapels would be impossible without light. (4) The sacrifice of the Mass is never offered without candlelight. (5) Our Easter candle is a symbol of Christ, the Light of the world. (6) Corpus Christi processions are always accompanied with lights. (7) Our repositories on Holy Thursday are always decked with flowers and adorned with many lights. (8) On the Feast of the Purification of the Blessed Virgin, the Church blesses candles which protect our homes in time of storms and tempests. (9) A lighted candle is presented to the child at baptism, and is also placed in the hands of a dying person. (10) Blessed candles are placed near the bier before burial.

Old Testament

1) Let there be light. God made the sun, the moon, and the stars and set them in the firmament. (2) God guided the Israelites by a pillar of fire at night and a cloud by day. (3) There appeared to Moses in the desert of Mount Sinai, an angel in a flame of fire in the bush. (4) Praise Him, O ye sun and moon; praise Him all ye stars and light.

New Testament

1) You are the light of the world. (2) So let your light shine before men, that they



This chart, prepared by the General Electric Company, pictures the evolution of lighting from fire to the modern fluorescent tube. Today an ordinary filament bulb gives ten times as much light at one tenth the cost of the original Edison bulb of sixty years ago.

may see your good works, and glorify your Father who is in heaven. (3) That which I tell you in the dark, speak ye in the light. (4) Then shall the just shine as the sun in the kingdom of their Father. (5) And He was transfigured before them. And His face did shine as the sun; and His garments became white as snow. (6) I am the light of the world. He that followeth Me walketh not in darkness. (7) The foolish virgins said: "Give us of your oil, for our lamps are gone out." (8) Let your loins be girt, and lamps burning in your hands. (9) For as the lightning that lighteneth from under heaven, shineth unto the parts that are under heaven, so shall the Son of Man be in His day. (10) Whom when a certain maid had seen sitting at the light, she said: This man also was with Him. (11) And the light shineth in the darkness, and the darkness did not comprehend it. (12) He was not the Light, but was to give testimony of the Light. (13) The sun shall be turned into darkness and the moon into blood, before the great day of the Lord come. (14) And suddenly a light from heaven shineth round about them, and they feared with a great fear. (15) And behold an angel of the Lord stood by him; and a light shined in the room. (16) Then calling for a light, he went in, and trembling fell down at the feet of Paul and Sila. (17) A light to the revelation of the Gentiles and the glory of Thy people of Israel. (18) And the light thereof was like to a precious stone, as to the jaspar stone, even as crystal. (19) Those that instruct others unto justice, shall shine as stars for all eternity.

II. Mathematics

On September first, an electric meter reads 1860 watt hours and on October first it reads 2150 watt hours. How many kw-hr of light were used? (.29)

If in your city you have to pay 10 cents a kw-hr what will your light bill be? (.029 or .03)

If a family uses 10 kw-hr a day what will the light bill be for the month of December at 8 cents a kw-hr? ($24.80)

If your light bill is $2.50 a month, how many kw-hr of light have you used if you pay 12 cents a kw-hr? ($20.83)

If an electric iron uses 6 kw-hr a day, how much will it cost if each member of the class uses one for six days and you pay 9 cents a kw-hr? (Depends on the number in class)

Count the number of electric-light bulbs in your home; find out how much electricity is used per day if each bulb uses about 4 kw-hr daily. Then figure the light bill for a day. (Depends on the number of bulbs.)

III. Science Vocabulary

A great many students when entering high school are poor in spelling and defining words. A list of words was given for spelling and definition. Matches or contests were held at different times during the work and the winners were allowed a raise of 3 per cent to their science report at the end of six weeks. The following is the list:

light
opaque
shadow
reflection
prism
concave lens
color
developer
retina
astigmatism
candle power
Thomas Edison
conductor
standard candle
direct lighting
electrodes
short circuit
chemicals
translucent
umbra
refraction
diffusion
spectrum
exposure
sensitized
nearsightedness
illumination
capillary action
white light
insulator
foot-candle
indirect lighting
flashlight
constellation
transparent
penumbra
aquarium
absorbers
convex lens
camera
film
projector
farsightedness
incandescence
vaporization
oxidation
bakelite
kilowatt-hour
semidirect lighting
arc lamp
eclipse

IV. Motion Pictures

The following films may be obtained from The General Electric Company, Visual Instruction Section, 1 River Road, Schenectady, N. Y.:

A Modern Zeus — The production of artificial lighting.

Brighter Times Ahead — Illustrates improved street lighting.

Light of a Race — Development of artificial lighting from earliest times to the modern incandescent lamp.

Mazda Lamp Manufacturing.

Thomas A. Edison — How he developed his invention of the electric lamp.

Write to the address above for a copy of the G-E movie catalog of educational films which will give the address of the company's branch office nearest to you.

Films on plant and animal life may be obtained from various distributors of educational films. Note the article "Audio-Visual Aids in the Classroom" in this issue of THE CATHOLIC SCHOOL JOURNAL.

V. Experiments

On light

1) Can light shine around an object? (2) Refraction of light through a prism. (3) Pinhole camera. (4) Reflection of light. (5) Radiometer placed in direct sunlight. (6) Bunsen burner, regulating air holes to get luminous flame.

Plant and animal life.

1) Seed germination. (2) Transpiration. (3) How does water get into a plant? (4) When and where does a green plant make starch? (5) Starch and sugar tests. (6) Conditions favorable for growth of bacteria. (7) How adulteration of foods can be detected.

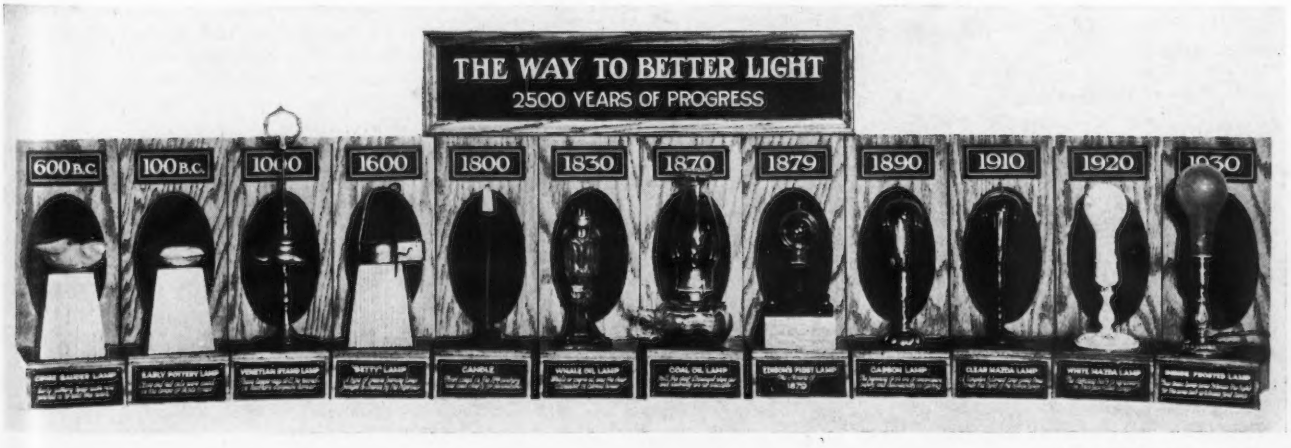
VI. Testing Knowledge

Fill in the missing word:

1. The chief source of light is the (sun).
2. The lines in which light travels are (straight).
3. The lighter part of the shadow is called the (penumbra).
4. The speed of light is how many miles per second? (186,000).
5. (Reflection) is the throwing back of light rays from a surface.
6. (Refraction) makes a fish appear larger in a bowl of water.
7. In a pinhole camera the position of the image is (inverted).
8. A lens, whose center is thicker than its edges is said to be (convex).

Mark "T" for true and "F" for false.

1. An image is the reflection of an object formed by rays of light (T).



— Courtesy General Electric Co.

2. Light-green paint diffuses only 5 per cent of light (F).
3. Light travels slower than sound (F).
4. The greatest source of light is electricity (F).
5. Edison invented the incandescent lamp (T).
6. The tungsten filament is now used in light globes (T).
7. Direct lighting is best for our eyes (F).
8. The unit for measuring illumination of a lamp is the candle power (T).

Check the correct answer:

1. Light is: (x) a form of energy; ( ) matter.
2. An object that lets light pass through is: (x) translucent; ( ) opaque.
3. The darker part of a shadow is the: ( ) penumbra; (x) umbra.
4. The amount of electricity a light consumes is measured in: ( ) ohms; ( ) amperes; (x) kilowatt-hour; ( ) foot-candle.
5. Polished surfaces: (x) brighten rooms; ( ) make rooms look darker.
6. If an image falls in front of the retina: ( ) a person is farsighted; (x) a person is nearsighted.
7. Electric light was invented by: ( ) Newcomen; ( ) Franklin; (x) Edison; ( ) Stephenson.
8. The color which has the longest wave length is: (x) red; ( ) green; ( ) indigo; ( ) yellow.

Answer the questions briefly:

1. Why should light come from over the left shoulder? (to avoid shadow on work in hand).
2. What makes the moon give light? (reflection of light from sun).
3. Why are air shafts painted white? (reflect more light).
4. Why is it clever to pack olives in glass jars? (refraction makes them look larger).
5. Why do we wear dark clothes in winter? (better absorbers of heat).
6. Why do we wear light clothes in summer? (better reflectors of heat).
7. Besides cost, what should determine the kind of light we use? (convenience and brilliancy).
8. Which needs more light, a dining room or a bedroom? (dining room).
9. In the normal eye, where are the light rays brought to a focus? (on the retina).
10. Which shines by its own light, a planet or a star? (star).

Evaluations

I. Abilities

Increased skill in getting information.

Progress in giving oral reports of books read or information received.

Asking more intelligent questions.

Greater interest in solving problems and experimentation.

Keener observation in church services.

II. Appreciations

Better appreciation of light, natural and artificial.

Realization of the great blessing of our eyesight.

Sympathetic feeling for the blind.

Keener appreciation of the struggles and works of scientists and inventors.

III. Understandings

How primitive men got along without electric light.

How much more pleasant our homes and schools are with our modern lighting system.

How much safer travel is at night with well-lighted streets.

How devotional our churches are with the sanctuary lamp and candles.

How beneficial the sunlight is for our health.

The value of medical care and attention especially at night in our well-lighted hospitals and operating rooms.

The Mass the Perfect Sacrifice

An Illustrated Unit for Grade Six

Sister Marcia Marie, S.S.J.

General Objectives:

To furnish a background for future work.

To create and sustain interest in the Mass.

Specific Objectives:

To train observation which makes for greater knowledge and richer appreciation of the House of God.

To give an Old Testament background for the Mass, and to vivify its institution.

To arouse gratitude for the gifts of Religion:

a) A place in the Mystical Body.
b) A part in the Perfect Sacrifice.

Outcomes:

Clarification of the sequence:

a) Of the Old Testament.
b) Of the events before the first Mass.

Joy in the ability to express Religious ideas. The child will delight in the visual experience that is the result of his labor.

Time:

About three weeks.

Materials:

Eight yards of white paper, 18 in. wide. Medium suited to the ability of the class.

Procedure:

Stretch the paper firmly along wall space, or blackboard. Measure off half a yard on which to letter a Prologue, then seven spaces of one yard each for the illustrations. The last half yard will be left for a conclusion.

Divide the class into seven groups. Spend one religion period in a discussion of "Sacrifices among the Hebrews."[1] Stress the sacrifices mentioned in the Canon of the Mass: Abel, Abraham, and Melchisedech. Include in this Old Testament group the sacrifice of Noe, the first sacrifice of thanksgiving after the Deluge. Continue the discussion during a second period, including the plan of Redemption[2] and the Mass as a means of grace. Assign one of the following to each of the seven groups:

1. The sacrifice of Abel.
2. The sacrifice of Noe.
3. The sacrifice of Melchisedech.
4. The sacrifice of Abraham.
5. The scene of the Last Supper.
6. The Crucifixion Group.
7. The Sanctuary during Holy Mass.

In beginning work on the frieze, leave a 4-in. space along the top and between each of the above pictures to simulate a stained-glass window. Above each picture, in the space left at the top, draw two circles, one to the right and the other to the left of center. In these the students will place symbols used in the Church, giving preference to those found in the Parish church, on vestments, and the articles used in divine worship. The following are suggested:

The Alpha and Omega.
The Cross, Anchor, and Heart.

The Ark.	P.Y.X.
The Dove.	The Lamb.
I. H. S.	The Pelican.
The Keys.	Vine and Branches.
The Fish.	Grapes and Wheat.

The Triangle.

Sample lines of lettering should then be done by each group and submitted to the vote of the class to determine which student will be the "Scribe." He will letter the:

Prologue

"Men in all ages have made sacrifices to God. Sacrifice is in man's nature. He wants to please God by sacrifices of praise, of thanksgiving, of sorrow for sin. and of petition for blessings."

Follow this prologue with a 4 by 6-in. picture of the tree and serpent, symbolic of original sin, set in the center of a 4-in. panel drawn at the left of the first picture, that of the Sacrifice of Abel. Above and below the tree symbol gradations of red will be used. Then this succession will follow:

Sacrifice of Noe (Green Panel): Dove and Olive Branch.

Sacrifice of Abraham (White Panel): Lamb Symbol.

Sacrifice of Melchisedech (Purple Panel): Chalice and Bread.

The Last Supper (Rose Panel): Grapes and Wheat.

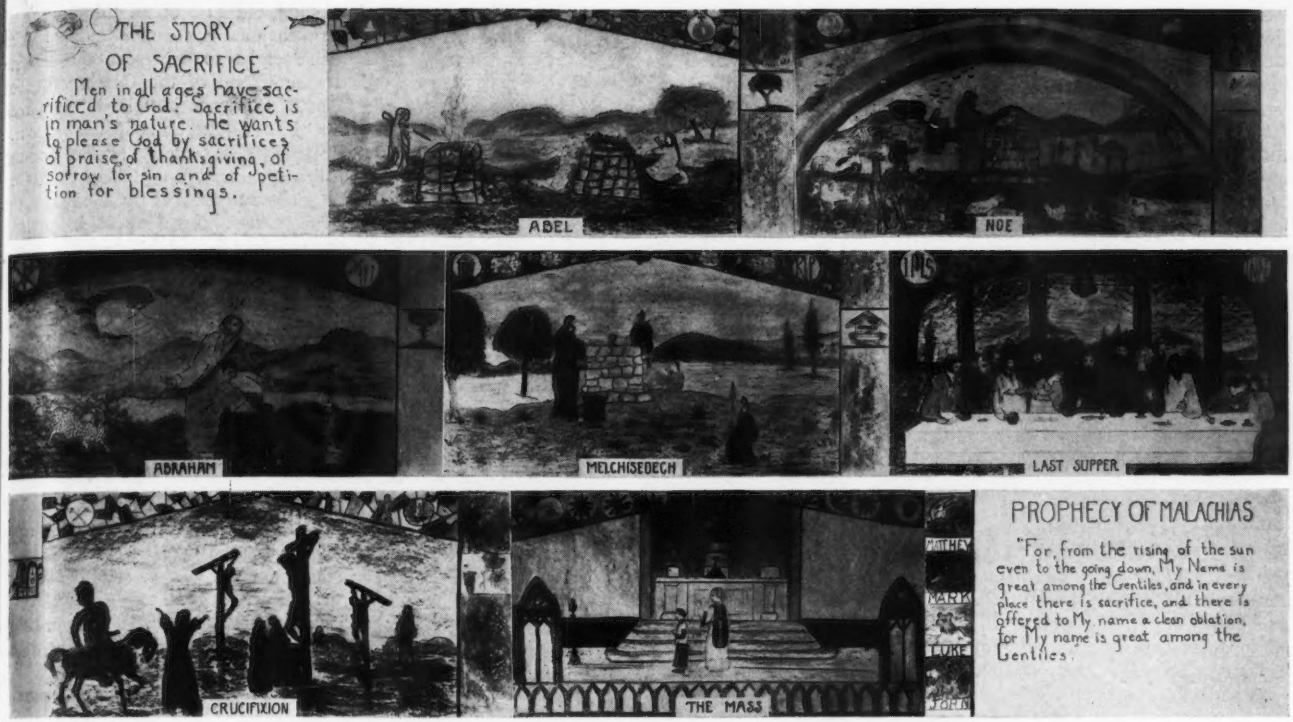
The Crucifixion (Black Panel): Evangelists' Symbols.

The Sacrifice of the Mass: The Pelican Symbol.

The end space will be filled by a scroll on which the "Scribe" will print the prophecy of Malachias.

It will be noted that the 4-in. panels be-

[1] *Highway to Heaven Series*, Book Six, page 5.
[2] *Ibid.*, page 25.



The History of Sacrifice to God as Illustrated by Sister Marcia Marie's Sixth Grade.

tween the illustrations are done in the liturgical colors. While the work is in progress, their use and meaning will be taught together with the names of vestments, linens, and sacred vessels.

Assignments will be made each day from the Catechism, covering the questions listed for the grade.[3] The construction, classification, and significance of the altar will also be taught.[4]

At the completion of the graphic part of the work, the class will be given an assignment and time to prepare their interpretation of the work done. This may be accomplished best by an:

Appreciation Program

Appoint as many students as there are symbols appearing on the frieze and assign one to each. It will be well to have the students write out their paragraphs for correction as a final check before recitation. The same may be done with the descriptions of the finished pictures. The seven best essays will be selected for recitation.

Possible Correlations

Reading: Library work will be greatly encouraged.

English: Oral and written work will be stimulated.

Choric Speech: Solo and unison work for the speech choir.

Art: Color study will be developed and perspective taught.

Teacher's Bibliography

Liturgy, Brothers of Christian Schools.

Saint Andrew's Missal, Dom Gaspar LeBure.

Holy Bible.

The Catechism Explained, Spirago-Clarke.

Appreciation Program

(The Story of Sacrifice to God)

MASTER OF CEREMONIES: This frieze has been designed in seven panels, four illustrating the sacrifices of the Old Testament, and three relating to the sacrifice of the New Testament, the Holy Sacrifice of the Mass. In the margins between the panels, the liturgical colors have been placed:

STUDENT 1: Red, the color of fire and blood, recalls the charity of the martyrs who have shed their blood for the faith. It is worn for Masses on their feast days. Red is also worn on the Feasts of the Holy Cross and the Precious Blood, and for the Vigil and Octave of Pentecost.

STUDENT 2: Green, the color of life in the vegetative world, is the symbol of hope in eternal life. It is worn from the octave of the Epiphany until Septuagesima and from Pentecost until Advent.

STUDENT 3: Violet, the color of lifeless flesh, is the symbol of penance and mortification. It is worn during Advent and Lent, and on Ember Days.

STUDENT 4: White, the symbol of purity, joy, and glory is worn for feasts of our Lord, our Blessed Mother, the angels, and saints who were not martyred.

STUDENT 5: Rose vestments, if they are available, should be used but twice in the year: on the third Sunday of Advent, called Gaudete Sunday, and on the fourth Sunday of Lent, known as Laetare Sunday.

STUDENT 6: Black is the color of sorrow and mourning. It is worn on Good Friday and at Masses for the dead.

MASTER OF CEREMONIES: The final margin bears the symbols of the Evangelists.

STUDENT 7: St. Matthew is represented by the animal with a human face because he commences his Gospel by the line of ancestors from whom Jesus descended. His object in writing his Gospel was to prove that Jesus was the Messiah foretold by the prophets.

STUDENT 8: St. Mark is symbolized by a lion because his narration begins by the mission of St. John the Baptist whose voice was heard in the desert like the voice of a lion that makes the desert re-echo with its voice.

STUDENT 9: St. Luke is represented by the ox because at the beginning of his Gospel he mentions the priest Zacharias, and because the ox was usually the victim in the sacrifices of the Old Law.

STUDENT 10: St. John is symbolized by an eagle because he wrote his Gospel, three Epistles, and the Apocalypse in language that soars above the earth, like the eagle.

MASTER OF CEREMONIES: The space above each panel is designed to simulate stained-glass windows bearing other symbols used in the Church. A Prologue precedes the first picture panel:

[*The light and medium voices of the Speech Choir read the Prologue.*]

MASTER OF CEREMONIES: The Sacrifice of Abel:

STUDENT 11: Cain and Abel were the sons of Adam and Eve. The brothers were very unlike in character and disposition; Abel loved God and believed in a Redeemer to come, while Cain gave in to a spirit of envy. Out of gratitude to God, and to show Him honor, the two brothers offered sacrifice. Abel

[3] *Highway to Heaven Series,* Book Six, page 40.
[4] *Ibid.,* page 78.

was a shepherd and offered the best of his flock; Cain sacrificed the fruits of the earth. But these gifts were offered with far different dispositions of soul. Seeing the hatred and envy in the heart of Cain, God turned away from his offering, but He was pleased with that of the just Abel. This is the first sacrifice mentioned by the priest in the Canon of the Mass.

MASTER OF CEREMONIES: The Sacrifice of Noe:

STUDENT 12: After the Deluge, Noe's first act was to offer a sacrifice of clean animals in gratitude to God. This sacrifice of thanksgiving was most pleasing to the Lord. Then God made a promise to Noe, and through him to all mankind, that He would never send another flood to destroy the earth. As a sign of this covenant with man, God set a rainbow in the heavens.

MASTER OF CEREMONIES: The Sacrifice of Abraham:

STUDENT 13: When Isaac was grown up, the Lord said to Abraham: "Take thy only-begotten son, whom thou lovest, and offer him for a sacrifice on the mountain which I shall show thee." And coming to the mountaintop, Abraham built an altar of stone and laid wood upon it. Then he put forth his hand and took the sword to sacrifice his son. But, behold, an angel from heaven cried out to him. Abraham lifted up his eyes and saw behind him a ram sticking fast by his horns in the bushes; this he took and offered instead of his son. This is the second sacrifice mentioned in the canon of the Mass.

MASTER OF CEREMONIES: The Sacrifice of Melchisedech:

STUDENT 14: The Sacrifice of Melchisedech is remarkable because it prefigured the sacrifice of the New Law. It happened that Abraham who loved peace was drawn into conflict with five wicked kings who had plundered Salem, kidnaped his nephew, Lot, and stolen his goods. Abraham took all the trained men in his tribe, pursued the armies of the five kings and defeated them. On his return, Abraham was met by Melchisedech, a priest of the Most High God. He brought forth bread and wine, and while offering sacrifice, he blessed Abraham saying: "Blessed be Abraham of God Most High, possessor of heaven and earth, and blessed be God Most High, who hath delivered thine enemies into thy hand." This is the third sacrifice mentioned in the Canon of the Mass.

STUDENT 15: The Canon is that part of the Mass which has remained unchanged since the first centuries; it is introduced by the Preface and ends with the *Pater Noster*. The Consecration is the central part of the Canon. Shortly after the Elevation, when the Body and Blood of our Lord are present on the altar, the priest says:

[*The dark voices of the Speech Choir read the "Supra Quae . . ."*]: "Upon which vouchsafe to look with a propitious and serene countenance and to accept them, as Thou wert graciously pleased to accept the gift of Thy just servant, Abel, and the sacrifice of our Patriarch Abraham, and that which Thy high Priest, Melchisedech, offered to Thee, a holy sacrifice, a spotless Victim."

MASTER OF CEREMONIES: The Institution of the Mass:

STUDENT 16: The scene of the Last Supper was not unlike that in every Jewish household where the Feast of the Pasch was being celebrated. The sacrifice of the paschal lamb was a rite religiously observed by the Hebrews from the time of their deliverance out of Egypt. St. Matthew gives the Gospel account as follows: "But when it was evening, He sat down with His disciples. And whilst they were at supper, Jesus took bread, and blessed, and broke, and gave to His disciples, and said, 'Take ye, and eat. *This Is My Body.*' And taking the chalice, He gave thanks, and gave to them saying: 'Drink ye all of this. *For This Is My Blood* of the New Testament which shall be shed for many unto remission of sins.'" And, because of Christ's own words, "Do this in commemoration of Me" the Transubstantiation has happened in every Mass for 2000 years and it will go on till the end of time.

STUDENT 17: While the Sacrifice of the Cross and the Sacrifice of the Mass are the same sacrifice, there is a difference in the manner of offering. The Sacrifice of the Cross was a bloody sacrifice. On the cross Christ really shed His Blood. In the Mass, Christ offers Himself through the priest. His Body and Blood are offered up to God the Father in the Mass. It is the same Body of Christ that was pierced and crucified on Calvary. It is the same Blood that was shed.

STUDENT 18: The liturgical objects and ceremonies used at Holy Mass are more important to us than those prescribed for the Jews by God Himself. The altar must be a table of stone consecrated or blessed by the bishop and contain in a sealed crypt the relics of martyrs. Three steps generally lead up to the altar; these symbolize the virtues of faith, hope, and charity. The altar is covered with three cloths of pure linen to remind us of the winding sheet with which the Body of our Lord was wrapped, and to recall the three days which He passed in the tomb. A Crucifix and at least two lighted candles must be visible to priest and people. The Missal and altar cards complete the furnishings of the altar for Holy Mass.

STUDENT 19: The priest, vested for Mass, wears: the amice, the alb, the cincture, the stole, the maniple, and the chasuble. The altar boy wears a cassock and surplice.

STUDENT 20: The sacrifice of the New Testament was foretold by the Prophet Malachias who lived about 400 years before Christ. He said God was no longer pleased with the impure sacrifices which the Jewish priests had been offering. To them Malachias reports God as saying:

[*Entire Speech Choir chants*]: "For, from the rising of the sun even to the going down, My Name is great among the Gentiles, and in every place there is sacrifice, and there is offered to My Name a clean oblation, for My Name is great among the Gentiles."

Interpretation of Symbols

Symbols appear on the frieze in the following order:

1. The Alpha and Omega meaning God, the Beginning and End of all things.
2. The fish was a common symbol used in the catacombs to represent our Divine Lord, as the letters of the Greek word for fish, ΙΧΘΥΣ, form the initials of the Greek words for "Jesus Christ, Son of God, Saviour."
3. The triangle, a common symbol for the Blessed Trinity.
4. The globe surmounted by a cross is the symbol for "Christ, the King of kings, and Ruler of the world."
5. The Dove with wings spread is the symbol for the Holy Ghost.
6. The Lamb represents the meek Saviour whom St. John first called the "Lamb of God."
7. The initials XP represent the Holy Name, being the first two letters of the Greek ΧΡΙΣΤΟΣ (Christ).
8. The lance, the reed and sponge, and the nails are among the most familiar instruments of the Passion.
9. The basket of loaves is a symbol for the Holy Eucharist; when placed upon the back of a fish it symbolizes the Church.
10. The letters R. I. P. stand for *Requiescant in Pace.*
11. The Symbol I. H. S. also represents the Holy Name, the first three letters of the Greek word ΙΗΣΘΥΣ (Jesus).
12. I.N.R.I. means Jesus of Nazareth, King of the Jews.
13. The Keys are the symbol of the authority of the Papacy.
14. The Pelican which wounds itself to feed its young, symbolizes Christ whose Precious Blood gives life to sinners.
15. The Burning Candle typifies the person of Christ who was called the "Light of the World" by St. John.
16. The Heart with the Seven Swords represents the Seven Dolors of our Sorrowful Mother.

In the panels, from left to right:

1. The Tree and Serpent is a symbol for original sin.
2. The Dove with the Olive Branch symbolizes peace.
3. A Chalice is a common symbol for the Precious Blood.
4. The Ark of the Covenant which was the habitation of God in the Old Law represents Mary whose body was the Temple of the Saviour in the New Law.
5. The two tablets of stone represent the Ten Commandments; the stole typifies the Priest's power to forgive sins in the Sacrament of Penance.
6. The Vine and the Branches symbolizes the Mystical Body of Christ.
7. The last panel contains the symbols of the Evangelists given above.

CHARACTER FOR DEFENSE

"What greater contribution can be made to the Nation today than to educate men of character and sound principles who will not sell their birth-right nor the honor of their country in the hour of peril? — *Brother Austin, F.S.C.*, President, St. Mary's College.

MEXICO: A Unit in Geography

Sister M. Alcuin, C.D.P.

I. LOCATION

A. Geometric

1. Latitude: 16 deg. — 32 deg.
2. Longitude: 89 deg. — 116 deg.
3. Size: One fourth as large as the United States 760,000 square miles in area.
4. Shape: A horn or cornucopia with its wide end in the north and tapering south to the Isthmus of Tehauntepec.
5. Climate: Tropical, warm, temperate.

a) Currents:

Gulf Stream and North Equatorial Drift.

Cold California Currents cut off on the northwest by Lower California.

Warm Pacific Currents come up from Central America on the southwest.

b) Rainfall:

Moderate (map on p. 22 in Branom).

Winter precipitation: (from Nov. 1 to Apr. 30) less than 5 in. from the Pacific coast section to six-seventhns inland.

Around Gulf of Mexico and Caribbean Sea: from 5 to 10 in.

Summer precipitation: (from May 1 to Oct. 31) northwest and Lower California sections from 5 to 10 in.

Average central regions: 10 to 20 in.

Southern section: 20–40 in.

Isthmus region: 28 to 40 in. and more (map on p. 110 in *Southern Lands*, Barrows and Parker).

6. Winds: N.E. trade winds over the Atlantic; S.E. trade winds over the Pacific.

B. Geographic

1. At the end of a large continent (North America) and easily available to the densely populated U. S. sections.

2. Practically in the middle of very important North and South American trade routes.

Summary

We find Mexico an isthmus — type of country, located between two great continents, on important trade routes between each, and in the same longitudinal stretch as are our own Rocky Mountain states (New Mexico, Arizona, Colorado, Idaho, Utah, Wyoming, and Montana) with the same Rocky Mountain high-land chain forming its backbone, the two divisions of which are: the Sierra Madre Oriental (east) and the Sierra Madre Occidental (west) both of which meet in the southern part of Mexico, forming the high plateau where two thirds of the people of Mexico live. From notes and maps we find that the total population is approximately 19,000,000, with an average of 21.6 people to a square mile, this population being sparse and unevenly distributed in comparison with the size of the country. The mountainous, broken land accounts for this. The mountain regions are rich with minerals of all kinds, with tillable valleys and plateaus. These mountains are a cooling influence in a land which is very warm on account of the Gulf Stream and the Equatorial Drifts.

II. PREVIEW

An airplane view and comparison of Mexico with the U. S. Rocky Mountain States

Mexico	Rocky Mt. States
Size	
763,000 square miles.	754,000 square miles.
Shape	
Horn or cornucopia.	Roughly rectangular.
Population	
16,000,000 approximate total.	4,000,000 approximate total.
Average 21.6 people to a square mile.	Average 4.9 people to a square mile.
Sparse.	Very sparse.
Unevenly distributed on account of mountains.	Unevenly distributed on account of mountains.
Rainfall	
Moderate.	Moderate.
Scanty winter precipitation.	Low winter precipitation.
Abundant summer precipitation in southern and isthmus region.	Summer precipitation average.
	Northwest sections abundant summer precipitation.
Northwest and Lower California sections 5 to 10 in.	
	Southern and western regions moderate and light precipitation.
Southern and isthmus region heavy precipitation.	
Northwest, desert lands.	Southwest desert lands.
Climate	
Northern section, temperate.	Northern section, cold to temperate.
Southern section, tropical.	Southern section, dry, desert.
Forests	
Tropical and temperate.	Temperate.
Soil	
Rich with minerals; tillable in sections, only about one eighth being tillable in a practical way.	Rich with minerals; tillable in certain sections, only about three eighths tillable in a practical way.
Activities	
Variety of agricultural crops raised, such as rice, sugar cane, vanilla beans, sisal, coffee, corn, cotton, beans, wheat, and other cereals. Irrigation used.	Sugar beets, vegetables, alfalfa, wheat, fruits, raised under irrigation in good dam sections.
Minerals	
Silver, gold, copper, lead, zinc, tin, mercury, coal, and antimony. Petroleum.	Gold, silver, copper, iron, zinc, coal, and other minerals. Oil.
Ranching	
Large scale in relation to the highland plains and suitable forage. Beef cattle, sheep, goats, and a few dairy cattle. Stock such as mules and donkeys.	Large scale in relation to the adaption of alfalfa growing in the semiarid regions. Mostly sheep ranching. Some beef cattle and a few dairy cows.
Lumbering	
In relation to the tropical forests in the south:	On large [illegible] in relation to the abun-

The façade of the famous church where pilgrims from all Mexico come to worship at the Shrine of Our Lady of Guadalupe.

— Publishers' Photo Service, N. Y.

Mexico	Rocky Mt. States
mahogany and logwood. Temperate forests in the north: charcoal from the cedar, ash, and walnut.	dance of forests in the mountain regions.
Manufacturing	
No great manufacturing plants found. Things mostly homemade, as: clothing, laces, hats, leather goods, bricks, jars, crocks, and binder twine.	Large scale smelting and oil refining.
Trade	
Mainly with the United States, Great Britain, and Germany. Principal *exports:* metals, petroleum, henequen, coffee, and vegetables. Principal *imports:* cotton goods, machinery, and iron and steel.	Mainly with the eastern states. Principal *exports:* wool and minerals.

Why Are There So Many Poor People in So Rich a Land?

III. ASSIMILATION

A. History

In the early days the Spaniards in Mexico were few as compared with the Indians whom they conquered, and large Spanish landholdings became the rule. Better lands were chosen by the conquerers and from those not included in the large holdings, so it was difficult in many cases to make a living. Indian civilization had nowhere reached a higher level than in Mexico, but many of the conquered Indians had a relatively low standard of living. Many owners of huge estates were interested in spending their profits abroad rather than in improving conditions in Mexico. The conquered Indians who served as laborers on estates and in mines received, generally, little or nothing for their work, and, since small wages mean low living standards, the great number of Mexicans have become so thoroughly accustomed to such standards that they do not and cannot appreciate better ones. Accordingly, they do not know how to help themselves when an opportunity comes.

Much waste has resulted from warfare. There were Indian wars before those of the Spanish conquest by Cortez, and, later, wars between some of the great landowners, who had practically the power of kings over the people on their lands. Even in recent years, there have been frequent uprisings of factions seeking control of the government. Thus, much of the property has been destroyed in strife.

B. Religion

The Mexican people are very religious and take great pride in their places of worship. Spanish Mexicans are mostly Christian. Indians have followed the old pagan forms of Aztec worship, but many have been converted to Christianity.

C. People

One fourth of the people are Indians, and although there is a large and growing group of educated Mexicans (some of them Indians who are greatly eager to use Mexico's resources in benefiting ways), they are greatly handicapped because a great mass of them are poor and ignorant, and therefore not efficient helpers. Capital is insufficient for use in development of resources, and it is difficult to get outside aid for capital because of insecurity of property in times of strife.

D. Agriculture

This is the main occupation of the people. Few modern methods are used in farming due to the general backwardness of the people. The variety of climate and soil conditions forces a variety of crops. The stable food crop is corn — in some form or other — and therefore more than one half of the cultivated land is planted in corn. In the moist, hot areas rice, sugar cane, bananas, vanilla beans, and coconuts are grown. In the higher, cooler eastern section coffee, cotton, and corn are grown extensively, if it may be called that.

The plateau section has the most fertile soil, and here corn, wheat, barley, beans, potatoes, and vegetables are raised. Summer precipitation is relied upon for these crops, and when it is not sufficient, irrigation methods are used. Vanilla beans are grown deep in the mountain valleys.

E. Mining

The great wealth of minerals makes mining very important, in relation to the silver, lead, gold, copper, zinc, mercury, coal, iron, and antimony deposits.

Oil and petroleum deposits make this industry important for exporting purposes (and these two are valuable exports) but not so much for home use, as there is not a home demand.

F. Forestry

This is important in the relation to the hilly land and heavy precipitation and forests naturally found in mountain sections. In the southern and eastern tropical forests mahogany and logwoods are important, even for export. The temperate forests higher up on the the mountain slopes produce charcoal — much in demand by the natives.

G. Manufacturing and Trade

Mexico is not a great manufacturing country and there is no district there where we could find great manufacturing plants as in the United States. Homemade products are: clothing, hats, laces, leather goods, bricks, jars, crocks, and binder twine.

Mexico's trade is mostly with the United States, but she also trades with Great Britain and Germany.

Principal Exports	Principal Imports
1. Metals — silver, copper, gold.	1. Cotton goods.
2. Petroleum.	2. Machinery.
3. Henequen (twine).	3. Iron and steel.
4. Coffee.	
5. Vegetables.	

H. Cities

Outstanding cities are.

Mexico City, which is the capital, is located in the heart of Mexico.

Vera Cruz and *Tampico* are important seaports, the latter being very important as an oil center and shipping port for oil.

Monterey is the important railroad center and is sometimes called Mexico's "Chicago."

Cuernavaca is important mainly as a pleasure resort.

Guadalajara is next to the capital in importance, being the most beautiful city in Mexico — one where cleanliness and modern standards of living will be found.

Conclusion

Mexico's rich agricultural, mineral, forest, and manufacturing resources will be developed for the good of *all* the people, including the poor, as the government becomes stable and the masses of people are educated. Foreign capital is needed on terms that will allow riches of the land to be developed in conjunction with the best welfare of the people.

Bibliography

The following is a list of maps and graphs to be used in studying this unit.

Southern Lands, Barrows and Parker.
Physical map, pp. 106, 107.
Population map, p. 16.
Rainfall map, p. 110.

The New World, Webb, Campbell, Neda.
Map of ocean currents, p. 373.
Map of trade winds, p. 4.

Social Geography Series (Book II), Branom and Ganey.
World trade route map, p. 8.
Rainfall, p. 22.
Physical map, p. 185.

Our World Today, Stull and Hatch.
Physical map of Mexico, p. 495.
N. Amer. population map, p. 539.
Ocean currents, p. 689.
World and Colonial possessions, p. 20, 21.

World Geography, Abrahams and Thurston.
N. A. population and distribution, p. 238.
N. A. rainfall, p. 38.
World ocean currents, p. 48.
Cattle distribution, p. 78.
World winds, p. 52.
Sheep distribution, p. 81.
Mineral graphs, p. 109.
Irrigation and drainage, p. 159.

The following is a list of pictures that can be used effectively with the study of Mexico. The geographical classification of each picture is given.

Southern Lands, Barrows and Parker.

Page	*Subject*	*Class*
126	Silver mines	I
128	Agriculture resources	II
135	Arid plains	II *b*
139	Garden	II *a*
138	Ranch grazing lands	II *a*
137	Village	II *b*

[*No captions are given on the above pictures*]

Social Geography Series (Book II), Branom and Ganey.

Page	*Subject*	*Class*
183	Sisal	I
186	Silver mines	II *a*
186	Oil field	II *a*
187	Lumbering	I

[*Pictures with captions*]

The New World, Webb and Campbell.

Page	*Subject*	*Class*
419	Pottery	II *a*
416	Fiber spinning	II *a*
417	Mexican plateau	II *b*
421	Coffee industry	I
418	Fisherman	II *a*

Our World Today, Stull and Hatch.

Page	*Subject*	*Class*
497	Hut	III (or II *a*)
499	Ranch	I
501	Mountains	II *b*
501	Railroad bridge	II *a*
496	Landscape	II *b*

The School of Christ 1900 Years Ago

Sister M. Fidelis, S.S.N.D.

Christ was the Master Teacher. He taught with authority, by word and by example. Using the Gospels for reference, work out the educational scheme of Christ according to the following suggestions. Careful reading of the Gospels will reveal many more details than are indicated here. Use the actual words of the text.

Faculty: Christ and His Apostles:

"Take my yoke upon you, and learn from Me, for I am meek and humble of heart" (Matt. 11:29).

"I am the way, and the truth, and the life" (John 14:6).

"Go, therefore, and make disciples of all nations" (Matt. 28:19).

Students: All Nations:

Aim:

"You therefore are to be perfect, even as your heavenly Father is perfect" (Matt. 5:48).

Curriculum:

The eight Beatitudes. — Matt. 5.

Method:

"If anyone wishes to come after Me, let him deny himself, and take up his cross, and follow Me" (Matt. 16:24).

Salary of Teachers:

"Do not keep gold, or silver, or money in your girdles, no wallet for your journey, nor two tunics, nor sandals, nor staff; for the laborer deserves his living" (Matt. 10:9, 10).

Discipline:

"And whoever does not receive you, or listen to your words — go forth outside that house or town, and shake off the dust from your feet. Amen, I say to you, it shall be more tolerable for the land of Sodom and Gomorrha in the day of judgment than for that town" (Matt. 10:14, 15).

Silence:

"But I tell you, that of every idle word men speak, they shall give account on the day of judgment" (Matt. 12:36).

Custodian of Keys and Records: St. Peter:

"And I will give thee the keys of the kingdom of heaven" (Matt. 16:19).

Awards:

"Amen, I say to you that you have followed Me, in the regeneration, when the Son of Man shall sit on the throne of His glory, shall also sit on twelve thrones judging the twelve tribes of Israel.

"And every one who has left house or brothers, or sisters, or father, or mother, or wife, or children, or lands for My name's sake, shall receive a hundredfold, and shall possess life everlasting" (Matt. 19:28, 29).

Final Test Required for Graduation:

"Not everyone who says to Me, 'Lord, Lord,' shall enter the kingdom of heaven, but he who does the will of My Father in heaven, shall enter the kingdom of heaven" (Matt. 7:21).

Christopher Columbus. From a Painting by Sebastiano del Piombo in the Metropolitan Museum of Art, New York City.

A Quiz on Columbus

A Sister of St. Francis

Write from 1 to 50 on your paper. If you think a sentence is true, write *T* after the number, if not, write *F*.

1. Columbus had been captain of a number of ships before he sailed on the voyage to the New World.
2. People believed at that time that the world was round.
3. The Atlantic Ocean was then called the "Sea of Darkness."
4. Columbus asked the King of Portugal for ships to sail to India.
5. Columbus was the first man to say that the earth was round.
6. Columbus was the first man to sail to the west over the Atlantic Ocean.
7. China was then called Cathay.
8. As a little boy, Columbus played around the wharves of Genoa.
9. Genoa is a city in Spain.
10. King John of Portugal gave ships to Columbus.
11. King John sent out ships to find a water route to the eastern countries without telling Columbus.
12. Columbus set sail on his first voyage west in 1492.
13. Columbus' ships first touched the land at one of the islands now called the Bahamas.
14. Columbus expected to find the Indies.
15. Columbus named the island where he landed Porto Rico.
16. Columbus thought he had reached Asia.
17. The ships of Columbus sailed west in the month of June.
18. Columbus took some Indians back to Spain with him.
19. Columbus made five voyages to America.
20. Christopher Columbus died a rich man.
21. From his third voyage to the New World, Columbus was taken back to Spain in chains.

22. Columbus had a fleet of seventeen ships on his first voyage.
23. Columbus was born in Genoa.
24. Columbus knew nothing about map making.
25. In the days of Columbus the men went east for spices and perfumes.
26. Columbus believed that if he sailed west from Spain he would come to India.
27. The flagship of Columbus' first fleet was called *Pinta*.
28. Columbus wrote an account of his first voyage, telling what took place day by day.
29. Soon after the first voyage began, the *Pinta* became disabled and was forced to return to Spain.
30. Columbus reached land on October 12, 1492.
31. Columbus took possession of the island where he landed in the name of Portugal.
32. The smallest ship of the first fleet was called the *Nina*.
33. Columbus had a son Diego.
34. Columbus was so angry at King John of Portugal that he left Portugal and went to Spain.
35. Palas is a city in Portugal.
36. The Queen of Spain was named Elizabeth.
37. Vasco da Gama found a water route to India while Columbus sought it.
38. Cathay was a very rich country.
39. When Columbus asked for ships they were given at once.
40. Granada was a city in Spain.
41. Queen Isabella thought Columbus' plan worth trying.
42. Columbus was afraid of his crew.
43. Genoa was a seashore town.
44. When Columbus lived, Portugal was a great sea power.
45. Spain at first refused to help Columbus because of the huge reward he asked.
46. The town of Palos was required to provide two ships for the expedition of Columbus.
47. Japan was then called Cipango.
48. The colony left in the New World was a very prosperous one.
49. Columbus left some of his men behind in Haiti on the first voyage.
50. Columbus failed to find a route to the Indies.

Key to Test

1. True	11. True	21. True	31. False	41. True
2. False	12. True	22. False	32. True	42. False
3. True	13. True	23. True	33. True	43. True
4. True	14. True	24. False	34. True	44. True
5. False	15. False	25. True	35. False	45. True
6. False	16. True	26. True	36. False	46. True
7. True	17. False	27. False	37. True	47. True
8. True	18. True	28. True	38. True	48. True
9. False	19. False	29. False	39. False	49. True
10. False	20. False	30. True	40. True	50. False

St. Dominic's Vision

(For upper grades or high school pupils)

Sister M. Limana, O.P.

TIME: Evening.

PLACE: Our Blessed Lady's chapel.

CHARACTERS: The Blessed Virgin Mary, St. Dominic, 15 angels, any number of students, and Reader.

STAGE SETTING: A throne in the rear center of the stage, prie-dieus arranged about so as to give chapel effect.

PLAY: When the curtain is raised the Blessed Virgin Mary is seated on her throne, St. Dominic is kneeling, and the hymn, *Hail Mary*, is being played. When the music ceases the Reader begins the story.

READER:

Disheartened and fatigued, one day St. Dominic entered the chapel of Notre Dame de la Prouille to pay his customary visit to our Blessed Lady's altar.

St. Dominic's heart was well-nigh broken by the ravages of the Albigensian heresy, and although he had preached most vigorously against it, he met with no evident success.

In confidence he turned to the Blessed Virgin Mary, imploring her to save the Church from this erroneous teaching. The Blessed Mother appeared and spoke to him. Let us listen to their conversation.

ST. DOMINIC:

Hail, Mary, Mother of the King divine,
Behold again this helpless son of thine
Unable hardened sinners' hearts to teach,
Although the Truth convincingly I preach.

Assist me, I beseech thee, Mother dear,
That wayward souls the Word of God may hear,
And by its teachings be converted now,
And to the Will of God forever bow.

THE BLESSED VIRGIN MARY:

The Rosary, my son, I'll give to thee,
And its effects thou soon shalt plainly see.
Recite it with thy brethren faithfully,
And meditate on it most carefully.

The mysteries the angels will recite
For genuine devotion they incite.
The pray'r and meditation thus combined
Most efficacious thou shalt ever find.

[*The angels enter and group themselves gracefully around our Lady's altar while the choir, behind the scenes, sings the Hail Mary.*]

ANGEL:

The Annunciation

The Angel Gabriel with message rare
Inquired of the Virgin while at pray'r,
"Wilt thou a mother be to God the Son?"
And Mary bowed, "His holy Will be done."

ANGEL:

The Visitation

The chaste and humble Maid of Nazareth
Sojourned to visit with Elizabeth,
Whose son, a voice crying out of desert land,
Should point to Christ whose kingdom was at hand.

ANGEL:

The Nativity

In Bethlehem that holy Christmas night,
The Virgin Mother pondered with delight
The Incarnation of her Son divine,
Who to our nature did Himself resign.

ANGEL:

The Presentation in the Temple

The humble Joseph with his saintly bride
That with the law of Moses to abide,
Presented Christ the Babe to God above
And then redeemed Him with a turtle dove.

ANGEL:

The Finding in the Temple

Three days within the temple Christ remained
That God the Father's glory be attained,
And Truth to doctors of the law He taught,
While loving, anxious parents for Him sought.

ANGEL:

The Agony in the Garden

The evening of that great eventful day
With His Apostles Jesus led the way
To Olivet, where in a bloody sweat
He paid the sinners' terrifying debt.

ANGEL:

The Scourging at the Pillar

His sacred Body then was roughly stripped.
And fastened to a post, was fiercely whipped.
The Saviour suffered every cruel blow
Most patiently His love for man to show.

ANGEL:

The Crowning with Thorns

The crown of thorns was pressed upon His head
And precious Blood divine anew was shed.
"Hail, Thou, the King of Jews," the rabble cried,
Insultingly the Saviour to deride.

ANGEL:

The Carrying of the Cross

The weighty cross the loving Saviour bore,
And which His tender body ghastly tore,
Until He reached the top of Calvary
To free mankind from Satan's slavery.

ANGEL:

The Crucifixion

Upon the instrument of racking pain,
The Son of God, by human hands, was slain.
Thus hung the lifeless body of the Lord,
While angel hosts profoundly It adored.

ANGEL:

The Resurrection

'Twas early Easter morn when Christ arose
From death to life before the guarding foes.
His sacred Body then was glorified,
And His divinity He testified.

ANGEL:

The Ascension

And forty days the risen Saviour stayed
On earth to render His Apostles aid.
He then ascended into realms above,
Forever to abide in perfect love.

ANGEL:

The Descent of the Holy Ghost

The Blessed Mother and Apostles true
Assembled in the Upper Room anew.
Ten days they spent in loving, fervent prayer,
When lo! the Holy Ghost descended there.

ANGEL:

The Assumption of Our Lady

At last the time for Mary's death arrived,
And to enjoy the merit she derived,
The angels bore her on to heaven's heights,
To reign with Jesus in supreme delights.

ANGEL:

The Coronation of Our Lady

To manifest to creatures Mary's worth,
The Lord declared her Queen of heaven and earth,
While angels crowned her with a diadem
More valu'ble than earth's most precious gem.

THE BLESSED VIRGIN MARY:

Accept my blessed Rosary, dear son,
Which thy fidelity to me has won.
Recite it, contemplate, and preach its power,
And I shall aid thee every needful hour.

ST. DOMINIC:

Queen of the Rosary, thy wondrous gift
Most pow'rful, I shall ever use to lift
Degraded mortals from the path of sin
That through this means salvation they may win.

READER:

From that day forth, with Rosary in hand, and with renewed effort, St. Dominic revived the courage of the Catholics and led them to glorious victories. Overwhelming numbers of heretics were converted, and finally the heresy was suppressed.

"God has never refused me anything," said St. Dominic, "for which I have prayed." If we imitate this great client of Mary by faithfully reciting the Rosary daily, we shall persevere, also, in the same holy trust to the end.

[*The bell rings. Students enter to render their usual evening prayer and hymn, The Hail Mary, to the Queen of the most Holy Rosary.*]

THE STUDENTS:

O sov'reign Queen and Mistress of this band,
We place ourselves in thy protecting hand
That thou from sin and danger through the night
Preserve and guard us till the dawning light.

We thank thee, dearest Mother, for thy care,
And all the blessings which we daily share.
To Jesus may we ever faithful be
Until in heaven Him we praise with thee.

[*The Hail Mary is then sung. All remain in prayerful attitude until the curtain is lowered.*]

St. Dominic Receiving the Rosary from Our Blessed Lady.
— Drawing by Carl Van Treeck for the Highway to Heaven Series

Spelling in the Junior High School

John H. Treanor

No greater difficulty confronts the English teacher in the junior high school than the time limitations put upon his classroom procedure. He can attempt to solve this difficulty either by working overtime with his pupils or by so arranging his program that every minute is profitable. Since even the minimum requirements in English courses are too often unfulfilled, it is necessary to consider what a class shall do from the beginning to the end of each English period. It is astonishing what a definite, carefully planned procedure will do to make every minute count.

For teaching spelling, the first five minutes, which are very often wasted in a dozen disjointed ways, can, by a little thought on the part of the teacher, be put to admirable use. Suppose the teacher has allotted 40 minutes per week to spelling. This, in the junior high school, is little enough time; yet the demands of other phases of English will not permit more. Instead of devoting an entire 40-minute period to spelling, one may teach it for the first eight minutes (plus or minus) in each of five periods. Since it is generally agreed that it is better to teach three or four words a day, with the usual review, than to teach 20 words once a week, this in itself should improve the teaching of spelling. By breaking a period into an initial part, it is possible for a teacher to set up an inflexible, daily, and well-worn method of putting a class immediately to work. Not the least difficulty in handling classes, as well sometimes for the experienced teacher as for the novice, is to get classes under control and at work.

Hence, this plan not only will tend to improve the teaching of spelling, but it will also head off many disorders, which tax the ingenuity of the disciplinarian and delay the purposeful activity of a class.

Two Minutes per Word

In its essence, the plan is simply to restore to spelling some actual teaching and to place the burden of beginning the lesson on the pupils. Too often spelling receives only a passing, half-interested attention from teacher and pupil alike. It is possible, however, to share the burden and probably to improve the results.

As soon as the English class enters the room, a monitor distributes paper to the pupils. He puts the right number of sheets

upon the front desks, the occupants of which distribute from back to front. The monitor must see that every pupil has a paper and no one else is permitted to interfere. Such orderly distribution and collection of papers should be well established in any class.

After the paper has been distributed, each pupil copies from the blackboard the three words allotted for the day's spelling, and he surrenders his home-lesson paper to a monitor especially assigned to collect it. The pupils having copied the words, then face the side board to await in silence the formal work directed by the teacher.

The teacher begins by a review of "yesterday's three words," calling on one pupil to pronounce and spell them. No time should be wasted on a review, since that would put a premium upon inattention. The teacher next writes the first of the new words on the board, in syllables, and, having established the meaning, attacks the problems contained therein with whatever variety of enthusiasm he can summon. "Say the first four letters" — "the last three" — "the whole word" — "spell it backwards" — "shut your eyes and see it." This work should be rapid, should include almost every pupil, and should not permit the slightest error to be unchecked. For all the spontaneity and lightness of the class participation, the teacher must, when difficulties arise, insist upon enough time for accurate, clear, unmistakable responses. He is aiming for efficiency in the use of every minute, but not at the expense of accuracy.

When the teacher feels that every pupil knows the meaning, the pronunciation, and the spelling, he says, "Write it three times," which the pupils do upon the paper before them. Allowing almost enough time for everyone to write, he says, "Charles," for example, and with every pen down upon this established signal, Charles spells the word.

This teaching of one word can be done with a little practice in two minutes, including the pupils' writing.

A similar procedure follows for the other two words. At the conclusion, a pupil is called upon to spell the "three words," and the formal lesson is over.

A monitor with a previously arranged list of words, now replaces the words on the board with three new ones for the next day. Should the teacher wish to use the same words for more than one class, he has a monitor change them after the last class of the day. Again, if he teaches more than one grade, a different set of words will be placed on the blackboard for each grade.

For a home lesson, which is as unvaried as the formal lesson in class, the pupil must write each word in three or four sentences. Thus, one side of the paper is filled with the copying, the writing of the words during the lesson, and the sentences for the home lesson. Then the pupil has the other side still unused for whatever other writing the teacher may desire during the remainder of the period. This in itself is an economy of time and paper.

The whole lesson, from the time the monitor begins to distribute paper until "today's three words" have been heard, should not take more than eight minutes, and often no more than six. Class habits in a short time are so well established that few interruptions delay the essential teaching. Nevertheless, a certain flexibility is not only necessary but frequently desirable. While the teacher should be conscious of the time, he should not be cramped in his work by a sharp limitation. Many other plans might be evolved for teaching spelling; but this procedure aims to make every second count, not in confusing haste but in well-directed activity. Here, too, is a device that puts a class immediately to work that relieves the teacher of many burdensome details, and that produces satisfactory results within a prescribed unit of time. And not the least useful part of the plan is the responsibility it places upon the pupil to get to his seat and to begin work without any waste motions.

Why Not a Speaking Choir?

Teresa R. Varni, M.A.

The doorbell rang with an eager note and to its accompaniment there sounded from the front porch a staccato tapping as though someone were practicing an intricate dance step. Hurrying to answer the insistent summons, I found two little red-cheeked girls dancing up and down on the front porch to keep warm.

"Would youse like to take a chance for the church bazaar?" one asked.

"Three for a quader," the other put in, a businesslike glint in her eye.

While I departed for my purse, there kept ringing in my mind a confused auditory image: the beautiful bell-like tone of the first child's voice and the crudity of her speech. What an excellent voice for solo work in a speaking choir, I thought, but what a tremendous amount of voice training would be necessitated beforehand.

They eyed me gratefully, when, upon returning, I slipped the slim quarter into one outstretched palm, and gathered the crumpled slips from the grubby fingers.

"Youse is our first customer," the one with the lovely voice confided.

"I hope you have good luck," I encouraged.

"Yeh, we do too," she responded heartily as they skipped off the porch. "We gotta go to a lot more of them people's houses yet," she called back over her shoulder and pointed to the homes across the street.

That such speech crudities can ever be wiped out in our Catholic schools, handicapped by their usually heavy curriculum and overcrowded classrooms, is only one more attestation of the extremely fine teaching that is being done throughout the country in these schools.

Our Horrible Speech

One shrinks, however, from contemplating the enormity of the teacher's difficulties to be overcome before any appreciable progress is noticeable: the setting up of a standard of correct speech that is frequently as strange and unfortunately as mirth provoking as a foreign tongue might be to the ear of the child who rarely hears good English spoken; the wearisome drill; the repeated corrections; the painstaking instruction in formal grammar that somehow does not carry over permanently into correct usage; the deceptive improvement, quickly denied by the lightning return of the child to his native speech idioms; the sense of futility in trying to counteract in so few hours what the street, and, too frequently, the home environment have built with bars of steel.

One dislikes, too, to contemplate the exceedingly large number of children whose diction never improves — those who pass through the schools as untouched by any corrective measures and as innocent of refinement in speech as if they had never had any instruction, and who remain a source of embarrassment to their teachers, their classmates, and the schools from which they are graduated. Not only are these latter a cultural liability, and a reflection on their training, but in the modern business world where the power to express oneself intelligibly is a prime requisite, they are handicapped from the beginning.

A Remedy

The speaking choir, begun as early as the kindergarten, or the first grade, would not only revolutionize speech habits of youngsters, but would have a healthy reaction on their attitude toward fine prose and poetry and in turn on their creative efforts in oral and written composition. The choir is made up of a group of voices arranged according to high, medium, and low pitch, and organized for the purpose of speaking certain types of poetry and prose. The choir may consist of as many as 50 people, but the best results are to be obtained with less than 20. By means of various forms of presentation — unison, antiphonal, harmonic, and solo with the whole choir as accompaniment, as magnificent effects can be realized as with a singing group. Though it is true that there will be need for a conductor trained in the techniques of choral speech, one who has actually studied the art of conducting, of diction, of voice production in college or in an academy of dramatic art, has experimented with conducting a speech choir, and has observed trained conductors and listened to some of the fine recitals given by choirs either at the universities, or over the radio, simple beginnings can be made at the start by the ordinary teacher of English in the ordinary classroom. The technical requirements of the art can be found simply explained in any number of volumes in the public libraries; suitable materials and suggestions for presentation can likewise be found there.

Love of Rhythm

Speech improvement is, though, only a by-product of the art of choral speech. Poetry

written from an objective point of view, and rhythmic prose are the materials of the choir. Most of our verse and some prose was written primarily for the ear and not the eye. It is well for children to stop in our modern world and listen to the poets and writers, for the best of them reveal eternal truths, or flash significant phases of modern life before us with startling clarity and truth. When youngsters contemplate what the best writers have to say, when they become one with them in interpreting their works, then they, too, have shared in the act of creation and have enriched themselves.

It is well for children to share with poets many and varied rhythms, for children are creatures of rhythm, their very heartbeats are rhythmic, and they were born into a rhythmic world of night and day, of recurring seasons, of the cycle of birth, and growth, and death. Yet they are too much influenced by syncopated rhythms, now, to the exclusion of practically all others. It is good for their bodies to rediscover the rhythms of the race —of the lullaby, of the trotting or galloping of horses, of waltzing, of gay country dancing, of the quiet ticking of a clock, or the soothing dripping of a drop of water, for then they are sharing their rightful racial inheritance.

Nothing New

Choral speech is as old as the race of man, yet it has these important modern values. Primitive man spoke collectively when he wanted to praise God for the wonder of His works, or to propitiate Him for help against his enemies, or help in battling the elements in the fight for the preservation of life. Catholics all over the world have always used group speech when they have recited in unison the responses of the litanies, or have lifted up their voices with hundreds of other worshipers at the Holy Sacrifice of the Mass.

The speaking choir, then, is neither a fad, nor a ludicrous phenomenon. It has spiritual as well as practical values. Man does not live by bread alone, but by those materials which enrich his spirit. Perhaps there is no greater need in the Catholic school today, no need that would be more far reaching in its ultimate effect than the acquisition of new teaching methods and devices that would lessen the teaching of formal grammar for its own sake, and vitalize and release those pent-up, creative forces that make for the enrichment of oral and written composition.

The practical values to be gained are highly important in that the improvements in clear enunciation and a growing pride of speech are quickly won with less trouble to the teacher and with more lasting and satisfying results for the child. The youngster who has the experience of being in a speaking choir perfects his own speech almost unconsciously because of the required proper breath control and good pronunciation. The increasing command that he feels over his speech brings confidence. The resulting poise goes far toward molding him into a more effectual adult in the business world, and a more interesting personality to his social acquaintances.

From her own experience in the organizing and conducting of choirs, the author knows that children love to participate in a speaking choir and will expend more energy and care on perfecting their diction than they would otherwise. A choir appeals to a child's instinctive love of rhythm and sound; it breaks down inhibitions; it gives to many for the first time a fascinating glimpse of the world of the imagination. That which delights is a better teaching device than that which bores. Why not then a speaking choir in every Catholic grammar and high school in the country?

Shadow Printing

Sister Mary Mercy, R.S.M.

So far the sun has steadfastly refused to be harnessed for scientific purposes, but quite graciously provided the "power" for a new class hobby which our eighth graders invented and developed during the past school year. It all came about because our poster papers faded so quickly when we pasted pictures on them and hung them around the room — it was a little annoying. When they were finally taken down, we noticed that the space under the pictures was still brightly colored; finally someone wondered if silhouette patterns couldn't be transferred to bright papers by means of the same process. We tried it, gradually eliminated mistakes, and improved our methods, until soon we had a fascinating hobby in which the children, both boys and girls, were keenly interested.

Our tools are simple: a smooth piece of three-ply board about 1 ft. by 2 ft., a piece of glass somewhat smaller than the board, and a screw on each side of the glass to hold it down securely. A piece of colored poster or construction paper, with a paper pattern or design arranged on top, is placed under the glass. The glass is fastened down over it to prevent sliding or tampering, and the apparatus is placed in direct sunlight until the exposed parts of the paper are sufficiently faded. One day of strong sunlight usually is enough. Since we started our experiments in the fall, our first patterns were real leaves of all kinds, and the sun faithfully outlined for us on the paper every delicate point and curve. It is an excellent method for making leaf scrapbooks that have absolutely accurate "shadow" pictures, without any of the bother of pasting in actual specimens.

During October we made Christmas cards and put them away until the holidays, knowing that soon our friend the sun would be going on his vacation too. For these we folded our brightest blue poster paper, and applied cutouts of cribs and baby angels so that the sun could fade around them and leave the design on the paper. Instead of solid patterns we often used the stencil idea instead, so that the design was open and faded onto the card, leaving the surrounding paper bright. We found that black heavy paper was best for the patterns and stencils as the sun's rays would not penetrate it and fade the parts of the colored paper that shouldn't be faded.

We made Mother's Day cards in the spring, and ended the school year with a poster contest in which the most interested children submitted their own original posters which they had shadow printed at home. The winning entry was a silhouette of two old-fashioned dancers, on purple paper. The faded part around the silhouette was light lavender, and a contrasting color was used as a backing sheet for the whole poster, leaving an inch margin around it.

Many uses can be found for this simple hobby; there is only one caution — the products themselves must not be exposed to sunlight, for we have found our friendly ally to be an "Indian giver." Having once helped to put the design there, he will as readily reach out to take it back!

A Shadow-Printed Design. This print was made on blue paper. The gray part was bleached by sunlight. The solid part is the blue which was shielded from the light by the stencil.

Aids for the Primary Teacher

THANKING GOD

Sister M. Carmelita, O.S.M.

Aim:

To see God's goodness and to thank Him for His gifts.

Preparation:

Tom and Bill were two little boys, but they were not two of a kind. Tom was polite but Bill didn't have much polish. They both had the same grandmother, and they liked to visit her because she had a cooky jar that was always full. One day she gave both boys an extra special cooky apiece, you know the kind I mean, bigger and rounder than usual, and all bumpy with raisins and nuts. Bill grabbed his and ran outside chewing as fast as he could, but Tom with a smile that covered his face, remembered to say, "Thank you, Grandmother." He stayed awhile to chat with her, and as he was leaving he gave her a great big hug. "Just 'cause you're the best Grandma and the best cooky maker in the world!" he said.

Well, Grandmother didn't forget that hug. The next day when Tom stepped into the house she was already lifting the lid from the cooky jar. Bill popped into the kitchen a minute later and stood watching Tom and his cooky. Then he went to the jar and looked at it for a while with longing eyes. Grandma didn't seem to take the hint, so Bill said, "How about a cooky, Grandma?" Grandmother looked surprised and said, "Oh, I didn't think you liked them." "Where did you get that queer idea?" grunted Bill. "You gave me the notion yourself," she said, "because you always run off with your cooky without saying 'Thank you.'" "Oh, so that's how you do it, Tom?" said Bill. "Here's where I don't hurt your feelings anymore, Grandma dear." While Grandmother held out the open jar to happy Bill, she said, "Yes, the best way to get more is to say 'Thank you' every time."

Instruction:

Very often we go to visit a Friend who has much better things to give us than our Grandmothers have. That Friend is our dear Lord, and sometimes we hurt His feelings because we forget to say, "Thank You." He is waiting to give us many gifts, but we don't get them just because we leave out those two little words. One of God's biggest gifts to us is washing sin from our souls when we go to confession. Some folks wonder why their souls get stained with the same sins after confession. But here's their trouble. Maybe the last time they told their sins they didn't thank God for taking them away. If they had gone close to the altar and told Him what a good God He was to whiten their souls He would have given them more grace to keep their souls from sin. God loves to hear us say, "Thank you," and He is hurt very much when we don't bother to thank Him. And if you don't believe me listen to the story of *The Ten Lepers.*

The ten lepers were ten men who had a terrible disease called leprosy. It eats right through a person's skin and bones and makes him feel horrid and look horrid. Parts of his body become so full of sores and so decayed that they finally drop off. Worst of all, the poor person has to go away from all his friends so that he won't give them the disease, and then he must live a lonely life with other poor creatures who have this awful sickness. In our Lord's time everyone was afraid of the lepers, so they lived in a gloomy valley with no one to treat their sores, or make their beds, or bring them tasty meals on a tray. Whenever the lepers were very hungry or in need of some rags to cover them, they would crawl out of their gray and rocky valley, and hobble along the road. To warn the people that they were coming they would ring a bell and moan, "Unclean, unclean!" This would give the people time to get out of their way, and if they were kind folk they would throw the lepers food and clothing.

At the same time that our Lord was going from town to town making the sick people well, some lonely lepers sat thinking of their wives and children and how much they would love to be home with them. "Never will we see them again!" one man groaned. "They would never want to see me again!" cried another man, who looked like a one-legged skeleton. The rest were too weak to talk, so they just stared sadly at each other. They were startled by one poor fellow, who had just come in from the road. He waved his stick with the hand he had left, and shouted in a hoarse voice, "Good news! Jesus, the great Doctor, is passing by this way! He brings dead people back to life, so He ought to do something for us." All the lepers smiled for the first time in years, and 10 who were able to walk, limped up to the roadside. Sure enough, Jesus and His 12 Apostles were just coming around the corner. "Here's our chance," said the leper with the strongest voice. Then he rang his little bell and shouted, "Unclean!" and you should have seen those 12 Apostles run the other way! But Jesus didn't run. When the lepers saw how lovingly He looked at them they cried out, "Jesus, Master, have mercy on us!" With the voice of the kindest of fathers Jesus said to them, "Go show yourselves to the priests." In those days if anyone thought his leprosy was better, he had to let the priests look him over. Only if they declared that he was cured would he be allowed to mix with other people, just as you have to get a permit from the doctor after you have had the measles before you may come back to school.

As the 10 men trudged along on their way to the priests, they noticed that things were happening! The one-legged skeleton threw his crutch away and gave a jolly jump on two sturdy legs. And the man who had only one arm suddenly felt that he was swinging two strong arms again. Then each one looked at the other and cried out, "Really, your complexion is improving!" Those 10 men were like 10 boys skipping down the road. The priests agreed that they had never seen healthier men in their lives, so the cured lepers ran home as fast as they could to tell the good news to their folks. Only one man had a different idea. His one thought was to find Jesus, and as he walked in that direction he shouted to everyone how good God was. When he reached our Lord he knelt down before Him and thanked Him again and again for curing him. It made Jesus very happy to hear this man say, "Thank you," but after awhile He looked around sadly and said, "Were not 10 made clean? And where are the nine?" Jesus wanted all 10 to come back to thank Him, and it hurt Him very much to think that nine didn't bother. You may be sure that He blessed the grateful man much more than the nine forgetful ones. I am quite certain that God took a special care of him during the rest of his life and gave him health and happiness. But I wouldn't be surprised if the other nine men did not have such good luck.

The men we have been talking about had leprosy of the body, but do you know that there is a leprosy of the soul? A person in mortal sin is the worst kind of leper, for his soul is a horrid sight. But Jesus looks on that soul with kindness, and says, "Go show yourself to the priest." If he listens to God and shows the priest his sins in confession, his soul becomes as healthy as the bodies of the lepers after they were healed. Jesus wants that person to come close to Him in the church to thank Him for taking his sins away. To those who stop to thank Him, God gives extra special graces. Now if you happen to have only venial sins God is very good to wash them off your soul. So don't forget to thank Him after confession. Thank Him every day of your life for all the good things He has given you. Then it would be a good idea to listen to Him after your prayer, and I am sure you will hear Him say, "My child, your little prayer gives Me much joy. Because you have remembered to thank Me I shall bless you with many graces." And He will.

Correlated Activity:

Have the children dramatize the story of *The Ten Lepers.* Be sure that they stress the scene of the one returning to give thanks and the nine going the other way. Let them suggest what they think may have happened to each of the nine forgetful lepers and how Jesus rewarded the grateful one. Continue the play by dramatizing a person showing his leprosy of the soul to the priest in confession.

A Columbus-Day Playlet for Little Ones

Sister M. Leon, S.N.D.

JOSEPHINE [*walking in, carrying a large sheet of paper*]: C-H-R-I-S-T-O-P-H-E-R C-O-L-U-M-B-U-S! There! Won't John be surprised when he hears me spell it? I can write it too!

[*A group of children enter, some riding tricycles, scooters; some on skates; two in a wagon being pulled by a third.*]

CARLTON: Hello, Josephine! What have you?

JOSEPHINE: It's the name of Christopher Columbus. My brother bet me 10 cents that I couldn't spell it. I'm on my way now to collect.

JOE: I don't think that's so wonderful! Do you *know* anything about Christopher Columbus?

JOSEPHINE: No — oo — o, not too much!

JOE: Well I do!

OTHERS: So do I! And I! I do too!

JOSEPHINE: Well, bright ones, what do you know?

KENNETH: Columbus believed that the earth was round. Everyone else at that time thought it was flat. He was right, of course.

PHYLLIS: Christopher Columbus went out on three sailboats to find a new way to the Indies.

JOSEPHINE: How could *he* go on *three* boats?

CAROL: Silly! He had a gang of sailors, naturally!

DAWN [*a very little girl*]: I know the names of those boats! The *Nina,* the *Pinta,* and the *Santa Maria!*

JIMMIE: Yes, and when they got right in the middle of the ocean, you know what those sailors wanted to do? They wanted to throw Columbus overboard and go back home! They were so scared!

PAUL: If I'd been Columbus, I'd put an inner tube around me. Then I'd float.

BARBARA: But Paul, that was almost five hundred years ago, even before we were born, and they didn't have inner tubes then!

PAUL: Gee! What *did* Columbus do?

MARILYN: I know! He promised a prize to the one who saw land first. Then Columbus got the prize!

MARY JOAN: Oh, yes! And the land they came to wasn't the Indies. It was our country, America. Columbus discovered it.

TIM: But he never knew he found a new land!

EARL: Columbus found red men here and called them Indians.

BETTY [*a tiny timid girl*]: That's what mother calls me when I get too noisy!

AUDREY: I know a song about Columbus!

HELEN: I think we all know it. Let's sing it.

[*They all sing any song about Columbus.*]

JOSEPHINE: I almost forgot about my pennies! John ought to make it 20 now!

MAUREEN: Yes, Josephine, you'll need 20 if we help you spend it!

JOSEPHINE: No thanks, I don't need any help. It's all going in the mission box.

TIM: Well, if that isn't just like a girl!

JEAN: C'mon, let's go home. I think they're going to have a meeting around here.

ALL [*wave hands*]: Good-by, everybody!

[*They ride, skate, and walk off.*]

Art in a Second Grade

Sister De Lourdes, C.S.J.

A study of expressionists, artists, portrait makers, and designers at second-grade level is fascinating. Young minds, hands, and eyes are intently concentrated on the art task. The delightful diversion of making a medium come to life, in a creation all the child's own, can scarcely be termed a task. For the time his complete absorption in his creation indicates that auditory learning is in a subconscious state. Fortunately, for art, the growing expressionists are not concerned with technique. They abandon their medium to the drawing of interesting shapes and rhythmic lines. Color consciousness is evidenced by the guidance they seek in the question, "What color should I put here?"

Detail receives more attention at this time. The person must have buttons on his coat, eyelashes on his eyes, and designs on his socks. Scenes are made interesting by the appearance of curtains in windows, while numerous flowers, birds, and stars fill the open spaces. Numerous objects may show the importance of these objects to the child or it may be his joy in using the art principle of repetition. Whatever the meaning, the result is a delightful decorative design. Trees become exquisite in the hands of the child who possesses innate design tendencies, rather than the feeling for representation. Large open spaces are quickly filled with an enormous sun. Heavy static stars adorn the sky. These distortions should be used as the basis for guiding the artist of seven years in his feeling for perspective.

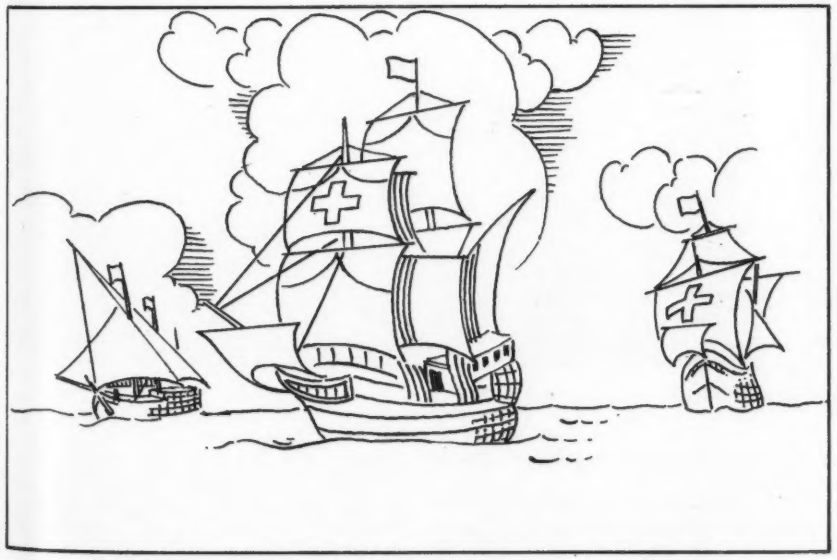
The crayon representations in this issue are redolent with the animated joy of young artists in their budding awareness of the possibilities of color, space, and line.

Portrait No. 1, drawn from a model of a classmate, with its pert, trim expression, is unusual in its subtle color, alike, and yet with sufficient contrast to convey the effect of the roundness of the forehead of the child portrayed. Douglas Darglus has made the eyelashes emphatic, yet this distortion, used frequently by child artists is their way of expressing essentials. One critic described the general effect of this portrait as that of a child who had just been "scrubbed up."

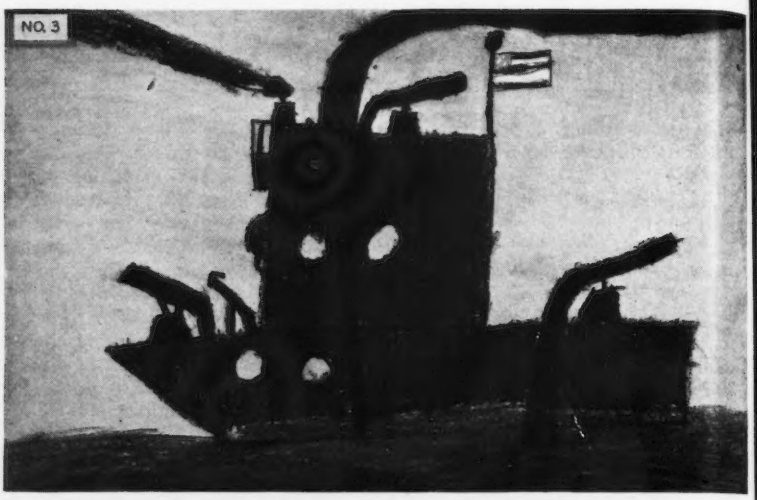
The portrait just discussed as well as *No. 2* drawn by Donn Aooya depicts an intuitive representation of sizes. Each artist attains with color the effect of a round fullness in forming the child's head. The artist who drew the black-haired girl is definitely interested in design which attracts the eye to the costume with its decorative trimmings.

The activities in the development of these portraits are:

1. Teacher demonstrates on 10 by 12-in. manila paper.
2. Child chooses a classmate as model.
3. Child flat colors the background.
4. Child draws the head and shoulders with special attention to the eyes, hair, and dress.



The Nina. The Santa Maria. The Pinta.
In these three small ships Christopher Columbus and his men reached the island of San Salvador (Holy Saviour) on October 12, 1492.



The Crayon Drawings of Second-Grade Children of St. Stephen's School, Minneapolis, Minn.

5. Teacher suggests improvements.

The solid, brilliant red surface of the boat created by Leo ——— is produced by using crayon under full pressure. In this picture the searchlight and cannon show the use of an optical balance rather than a true balance. The interest is central despite the strong outward movement of the smoke and the unfurled flag. Concentration of interest is given by the subsidiary strength produced by the contrast of light.

In *No. 4* Joan Hayes depicts in her picture of playground pleasure the revels of joyous children. A charming blue texture carries the rhythm of swinging action that is in keeping with the theme. In particular, the figure of the girl braced against the rope of the swing reveals the young artist's true observance of posture. The heavy black covering of the children's feet forms a line that centers the eye. Unevenness of swing lines lends an additional interest to the intensely blue background.

The buoyant step of the girl in the outdoor picture, *No. 5*, drawn by a seven-year-old child, emphasizes the surprised attitude in this charming scene. A golden-yellow back-

ground shimmers with heat. Brilliant sunshine starts the drowsy bees on their buzzing trail from blossoms blue to golden petaled cup. A lone tree languishes in the rhythm of heat waves. Broad flat areas induce a feeling for, a need for, texture. And so the flowers take shape.

The teacher's guidance is valuable in the direction of the child's realization of the following points:

1. Sky line is either above or below the middle.
2. Lightest colors are in the foreground.
3. Skies need not always be blue (yellow and orange and purple are attractive).
4. Color is always heavy and flat.
5. Poplar, maple, and fir are the easiest tree shapes.
6. Winter trees give experience in upward strokes from ground up, culminating in branches and twigs.
7. In figure drawing, the seven-year-old uses:
   a) Stick figures to depict action.
   b) Jointed paper figures to give more variety in action and flexibility in finding positions.
8. Things to work for in figure drawing are:
   a) Large figures.
   b) Balanced proportion (legs and feet are usually drawn too small).
   c) Light-line stick figures are used in order that form will not show through the dressed figure.
9. Common errors to be corrected:
   a) Earth must meet sky.
   b) Floor must meet wall.
   c) Omit sun in sky occasionally.
   d) Correct drawing of simple buildings.
   e) Avoid light coloring.

Teachers of advanced art enjoy a restful, stimulating experience in their appreciation of the art productions of little children. It is hoped that this appreciation of the crayon drawings of second-grade children will encourage other teachers to guide their pupils through many of the joys of experimenting with a variety of mediums in order that the child may progress in his aesthetic activities with color, form, and line as he does in music, poetry, and literature.

The art productions used as the basis for this appreciation were made by the children of the second grade in St. Stephen's School, Minneapolis, Minn., under the direction of the second-grade teacher, Sister Rose Alita, C.S.J.

Educational Problems for Catholic Investigators

Brother Basil, F.S.C.

Candidates for higher degrees in Catholic institutions would render a signal service to themselves and to Catholic teachers, if they chose for investigation some of the educational problems that clamor for immediate and practical solution. Thus they would be encouraged to thorough work by the consciousness that their research is for a noble purpose, and that their dissertation may be spared a sepulcher of dust on a forgotten shelf.

Should we be urged to prepare a list of pressing problems, we would present the following:

Research agencies for specifically Catholic educational problems.
Professional magazines on Catholic education.
The Catholic school superintendent.
Research magazine for the teaching of religion.
Expression of Catholic education in periodical publications.
Support of Catholic institutions.
The legal status of Catholic schools.
The defense of Catholic schools.
Critical study of secular educational publications.
Comparative study of Catholic education in Europe.
Periodical publications of Catholic schools.
Infiltration of non-Catholic principles and practices into Catholic schools.
Organized study of the Encyclical on Catholic Education.
Preparation of textbooks by Catholic scholars.
Educational tests on religious subjects.
Critical history of Catholic education.
Pooling of the educational experience of teaching orders.
The Catholic school library.
Catholic school reading list of English classics.
Catechetical library.
Catholic Action library.

EDITOR'S NOTE. This is a suggestive list. We shall be glad to list additional problems from time to time.

Coeducation in Catholic schools.
Feminism in Catholic schools.
Organization of Catholic Action in the Catholic school.
Extracurricular activities based on Catholic principles.
In-service training of Catholic teachers.
Training of catechists.
Graded course in religion.
Means of creating interest in the study of religion.
Guidance, counseling, placement.
Religious vocational guidance.
Catholic principles in secular subjects.
Critical spirit in reading and research.
Developing the Catholic attitude.
Developing the spirit of zeal.
Developing the spirit of Christian charity.
Developing the habit of living in the state of grace.
Developing the habit of reading Catholic literature.
Developing the spirit of initiative.
Developing the creative spirit in self-expression.
Developing the spirit of cooperation.
Developing the parish spirit.
Developing the habit of using the missal.
Catholic solution of racial difficulties.
Catholic participation in civic activities.
Study of Catholic activities and organization.
Combating the apologetic attitude of weak Catholics.
Teaching the use of leisure time.
Athletics in the Catholic school.
Social activities in the Catholic school.
Dramatics in the Catholic school.
Means of character development.
Better use of the vitality of youth for Catholic Action.
Study of the attitudes of the alumni.
Christian perseverance of the alumni.
Placement and follow-up of the alumni.
The Newman Club.
Catholic students in non-Catholic institutions.
Organization of the alumni for Catholic Action.

NEW HANDBOOK OF CHILDREN'S LITERATURE

The Pro Parvulis Book Club, New York, N. Y., announces a new handbook of children's literature entitled *Traffic Lights*. The subtitle of the booklet is *Safe Crossways Into Modern Children's Literature from the Catholic Point of View*. It covers 20 important fields in the choosing and purchasing of juveniles from the Catholic point of view. It supplements the non-Catholic professional handbooks upon which the Sisters have previously had to depend, and seeks to give critical aid to Catholic educators and librarians in choosing biography, history, biblical material, poetry, and controversial matter. Each chapter has a book list appended, and a selective, professional bibliography is also given.

A FAMILY OF RELIGIOUS

Brother Christopher, C.F.X., observed on August 7, the golden jubilee of his entrance into the Xaverian Brothers, at St. Joseph Preparatory School, Bardstown, Ky.

Brother Christopher (William Edward Montgomery) comes from a distinguished Kentucky family, prominent for its Catholicity. One member of the family became Bishop Montgomery of San Francisco; two uncles, Fathers Charles and Samuel Montgomery, were Dominicans, and a niece, Sister Sara Frances of the Sisters of Charity of Nazareth, is stationed at St. Joseph Infirmary, Louisville, Ky.

FRIENDLY ADVICE

School has been in session for several weeks. Now is the time to check up on yourself. Have you begun to be "cranky"? Have you begun to make unnecessary and unreasonable rules? The success of your work as a teacher depends on your *not* doing these things. — *E. W. R.*

Masters of Contemporary Catholic Educatio

Francis de Hovre, Ph.D.

Translations from Father de Hovre's Les Maitres de la Pedagogie Contemporaine

REV. T. CORCORAN, S.J. (1872–)
Investigator of History of Pedagogy

His Life: T. Corcoran, S.J., professor at the Dublin University College, is an eminent investigator of the history of pedagogy in the field of the English language.

Works: As professor of the history of pedagogy, he insists on having his students come in contact with the authentic classics of pedagogy. He published several books (readers) containing the texts relating to education and teaching, taken from the classic thinkers. Let us mention Plato, Aristotle, Quintilian. With the same end in view, he published: *Petavius on Emulation in Schools; Transmarine Schools;* and, besides, an anthology of Newman's *Idea of Education,* to which he gave the title, *Selected Discourses on Liberal Education.*

Significance: His greatest merit is in reference to the history of instruction. In that order of ideas, he gave, among others, an anthology of the great Renaissance pedagogues and he was the pioneer in the Jesuit College in the study of didactics and the progressive development of the celebrated *Ratio Studiorum.* The principal works on the subject, which he published in Latin, are: *Renovatio Litterarum in Scholis Saec. 16 reducta* (1925), *Renatae Litterae Saec.* 16 in Scholis S.J. *Stabilitae* (1927).

GEORGES BERTIER (1887–)
Director of the Roches School

His Life: Georges Bertier was born at Nancy, September 24, 1877. After studying in the secondary schools at Malgrange and at St. Sigisbert, he continued his studies at the Faculty of Letters and Sciences in Nancy, then at the Sarbonne, the College of France, the School of Higher Education, and the Catholic Institute. In 1901 he became professor at the Roches; the following year he was appointed head of the school, and in 1903, at the age of 25, he became director of that noted school. From 1911, the date of the organization of the Boy Scout Movement in France, Bertier was the vice-president of this important group of young men in France, and since 1920 he is its president. Bertier is the co-founder of the syndicate of Freedom in Education; vice-president of the League of this new education; founder and director of the review, *Education,* founder of the *Strode Vernolien,* of the Red Cross group in Verneuil, etc.

Works: Traduction du Text Book of Psychology of W. James (Rivière), translation of W. James' textbook of psychology; *Les Oeuvres péri-scholaire* (Alcan) (*The Family and Rural Boarding School in Postacademic Works*); *L'Adolescence* (Lanore) *Entretiens de Juilly* (*Conversations of Juilly*); methods of education in collaboration with Mr. Vaussard (Gigord); collaboration for the publications of the School for Parents; *The Education of Effort* (Spes, 1935); *Education et contre-education* (Spes, 1936); (*For Education and against Education, or The Pros and Cons of Education*); *l'Ecole des Roches* (Ed. du Cerf) (The Roches School); collaborates various reviews; to the *Sillon,* to the *Revue des Jeunes,* the *Montalembert Review,* the *Correspondent,* the *Social Science,* the *Scout Review,* the *Scouts of France,* the *Leader.* Bertier was a zealous collaborator to the various educational conventions where morals were discussed and to the new education, and to Scoutism.

F. F. J. BUYTENDIJK (1887–)
Animal Psychology

His Life: Buytendijk is the director of the physiological laboratory of the State University of Groningue. We also owe to this famous biologist and psychologist some pedagogical works.

Works: We are not interested here in his scientific works primarily. We see him there as opposed to naturalism and mechanistic theories and supporting vitalism. But his *Psychologie der Dieren* (*Animal Psychology*), translated in many languages; *Over 't verstaan der Levensverschijnselen* (*Regarding the Understanding of Consciousness*), and *Erziehung zur Demut* (*Education for Humility*) deal more with educational problems.

Significance: He reacts particularly against naturalistic pedagogy in this last book. As the scholar becomes the slave of science, so the child becomes the slave of accumulated experiences to be stored. According to Professor Buytendijk, our teaching is greatly the product of naturalism. The worship of the "knowledge of facts," the ambition, the desire for power and domination, which form the foundation of our striving for knowledge, ignorance of reality, of man and life — all these defects of our teaching are due to naturalism.

In the mind of Professor Buytendijk, search and thought, knowledge and love, biology and philosophy, laboratory and life, experience and symbolism, nature and mind, science and belief, the visible and invisible world, instead of clashing, unite themselves harmoniously in forming an exact picture of complete reality. This man is an eloquent symbol of the very old saying, eternally true, that limited science, too specialized knowledge, theories contrary to facts, are the greatest obstacles on the way leading to the knowledge of Christian wisdom, the foundation of life and education.

(This concludes the series of translations from Father de Hovre's book)

New Books of Value to Teachers

National Catholic Book Week

November 2-8, 1941

The second National Catholic Book Week will be observed November 2–8, 1941, by schools, libraries, parishes, and various lay organizations throughout the nation. The observance is sponsored by the Catholic Library Association under the chairmanship of Charles L. Higgins of the Boston Public Library.

The Reading List

In preparation for National Catholic Book Week, the Catholic Library Association will issue, on October 27, a Supplement to *A Reading List for Catholics* which was published last year. As in the original *Reading List*, the new books listed in the *Supplement* will be classified and described briefly. These lists are prepared to guide the reading of the average Catholic for pleasure and instruction.

John M. O'Loughlin, librarian at Boston College, is the general editor of the *Reading List* and the *Supplement*. The other members of the editorial board are: for Bibliography, Wm. T. O'Rourke, librarian, public library, New Bedford, Mass.; for Biography, Sister Jane Frances, O.S.B., Mt. St. Scholastica College; for Education, Edward A. Fitzpatrick, Ph.D., editor of THE CATHOLIC SCHOOL JOURNAL and president of Mt. Mary College; for Fiction, Francis X. Connolly, professor of English at Fordham University; for General Reference, Paul R. Byrne, librarian, University of Notre Dame; for History, J. M. Burke, S.J., professor of history, Boston College; for Literature, Harold C. Gardiner, S.J., literary editor of *America;* for Mission Literature, Phillips Temple, librarian at Georgetown University; for Philosophy, J. Quentin Lauer, S.J., editor, *The Modern Schoolman;* for Religion, the editor; for Science, M. J. Ahern, S.J., head of the department of geology at Weston College; for Social Sciences, Eva J. Ross, professor of sociology at Trinity College; for Young People, Mary Kiely, executive secretary of the Pro Parvulis Book Club.

The *Reading List* may be obtained from most Catholic bookstores or from The America Press, 53 Park Place, New York, N. Y., price 25 cents. The supplement may be obtained at bookstores or from The Catholic Library Association, P. O. Box 346, Scranton, Pa., price 10 cents.

Plan Your Observance

The establishment of Local Committees is essential to the success of National Catholic Book Week. The work may be taken over by any group in a community. The first step is to obtain the sanction of local diocesan authorities; the second step is to inform the national chairman of the existence of the group, its source of authority, and the area to be covered.

The main fields of action are schools, parishes, and libraries.

Work with schools will include classroom and lecture-hall exhibits and displays of book jackets, pictures of authors, etc. Other activities may include lectures, plays, pageants, or debates.

Work in the parish will, of course, require the individual cooperation of the pastor. The pastor's announcement of the activities of National Catholic Book Week is a powerful factor in the success of the work.

The library offers a vast field of activity for the committee. The purpose of the observance is not to sell books but to utilize to the best advantage the books now available in any community. Since this aim is identical with that of the public library, the librarian will be delighted to cooperate with your committee in organizing exhibits and any feasible sort of publicity.

Chairmen of local committees are urged to exchange suggestions with the National Chairman, Charles L. Higgins, Boston Public Library, Copley Square, Boston, Mass.

Science in Print: Grades Ten to One

Carroll Lane Fenton, Ph.D.

Textbooks of biology have lagged behind those of other high school subjects in both content and appearance, and publishers are briskly trying to catch up. One recent point of this effort is C. G. Weymouth's *Science of Living Things* (Holt, $1.84), which contains 534 two-column pages. Classification takes up 141 of these, which seem too many; variation, genetics, and related subjects receive 41, which are too few for clear presentation of difficult material that requires considerable repetition. Fifty pages are devoted to ecology and distribution, and are one of the best features in the book.

Classification in general receives 321 of the 1026 pages in *Biology and Human Affairs,* by J. W. Ritchie (World, $2.32); 28 more are devoted to the races of modern man, with what seems to be needless detail. Other topics are not slighted, however, for the 687 pages that remain would make a good-sized textbook. Units deal with practical values of biology, unity of basic processes such as reproduction, the history of life as traced in fossils (44 pages), methods of reproduction, heredity (53 pages), and so on. The book is far from superficial, but its plan is puzzling. Why give principles of classification on page 48 and mention phyla on 58, only to ignore them for four units, and return to classification on page 269? Why drop it again on page 464, only to give a classification of marine animals following page 795, and of land plants on 872? Why deal with reproduction twice, and sandwich genetics between nutrition and behavior? The teacher who wants to use this book in a logically unified course plainly must do a great deal of reorganization.

New supplementary materials are more successful than texts. One valuable book is the revised *Famous Men of Science,* by S. K. Bolton (Crowell, $2). Containing biographies of physicists, chemists, astronomers, and biologists, this standard work will be invaluable as a basis for reading projects with which progressive teachers will replace the routine references of textbooks. Chapters on Linnaeus and Pasteur will be specially useful in the biology course.

Recreation leaders have shown that biology, combined with some woodcraft, is valuable in the spare-time activities of both boys and girls. Those activities may receive major attention during the summer, but they may be continued profitably through the year. For this there is no better guide than *Nature Recreation,* by W. G. Vinal (McGraw-Hill, $3), which is addressed especially to camp conselors and leaders of clubs. Professor Vinal's record of practical achievement is guarantee of his authority to give advice.

Fossils occupy an important place in most modern textbooks of biology, yet many teachers lack information about them. It may be had from *When the World Was Young,* by M. M. Morrel (Houghton Mifflin, $3). Mrs. Morrel's book is readable and up to date; it contains enough geology to make fossils understandable as records of life upon the earth during past ages. There are excellent maps which give general features but not details. Chapters on ancient man lean rather heavily upon the work of Abbe Breuil, Catedratico Obermaier, and other Catholic leaders in the field of prehistory. The book is beautifully printed.

The teacher of biology constantly must identify birds and flowers. For this purpose there are standard manuals and large books, but schools with little money to spend may want to use *American Songbirds,* by M. A. Edey, and *American Wild Flowers,* by C. H. Matschat (Random House, $1.50). Both contain simple text and colored pictures borrowed from the New York State Museum. They are not very well printed, and bindings are in boards. Considerably more attractive, though remote from biology, is Arthur Draper's *Wonders of the Heavens* (Random House, 50 cents), a very simple introduction to astronomy with colored illustrations. Its vocabulary is suited to ninth, tenth, or even eleventh grades.

About Spiders, by E. V. Emans (Dutton, $2.50), is a badly needed popular account of this important group, some of whose members can be kept active in the schoolroom at any season. Unfortunately, the author has employed a needlessly technical vocabulary which students may not be prepared to comprehend.

In these articles, I have repeatedly stressed the desirability of having animal stories for students of biology to read in their leisure time. Such stories by Seton and Roberts did more than any other one factor to make me a naturalist, and if carefully written, they will instruct as well as interest almost any boy or girl. But *Song Dog,* by Vance Hoyt (Winston, $2), is such a thrilling story that readers hardly will pause to learn. The hero is a desert coyote, whose ways (like those of other coyotes) deserve attention from a writer such as Roderick Haig-Brown, whose *Ki-Yu, a Story of Panthers* is one of the finest animal stories of this generation.

The increasing emphasis on conservation calls for supplementary reading of a type not too readily available. *Fish Production,* by Josephine Perry, and *The Story of a Dam,* by Geraldine LeMay (Longmans, $1.50 each), are worth-while books in their fields, and already have been reviewed in this JOURNAL. *Our Country's National Parks,* by I. R. Melbo (Bobbs-Merrill, 96 cents each, net), are two very attractive books which tell what national parks conserve and why. Excellently illustrated, they contain a considerable amount of scientific information, as well as history and geography. At their low price, they are a bargain for the school library and a "must" on the next purchase list. They also should be in public libraries.

Simple Chemical Experiments, by Alfred Morgan (Appleton-Century, $2), is the twelfth of this author's excellent "how to do it" volumes. It will be useful in the science club, in connection with eighth- and ninth-grade general-science courses, and in those biology courses which give some attention to the chemical make-up of protoplasm.

The outstanding publishing event of 1941, so far as junior high and intermediate science is concerned, is the appearance of a large series of "Unitexts," by Bertha Morris Parker (Row, Peterson, 28 cents each). These are booklets of 36 pages on subjects which range from light and weather to birds, fossils, and animal communities. They are richly illustrated in color, well written, and authoritative. The Catholic teacher whose science program must be integrated with religion or some other subject will find them most useful. Titles such as *Insect Societies* and *Balance in Nature* are excellent reading for the tenth-grade biology course.

Bill and the Bird Bander, by E. H. Evans (Winston, $1.50), is a story introduction to the science of ornithology, highly recommended by the National Association of Audubon Societies. Youngsters who are interested in birds will "eat it up"; others may find the dialogue rather stilted. But even they will learn the "what" and "why" of ornithology, including the really impor-

(Continued on page 16A)

The Fabric of the School

Prevent Waste

MOST parish school administrators practice rigid economy in some directions and waste funds through inattention to small items of everyday consumption of materials and services. Five common elements of waste are the following:

1. *Water.* Schools use unnecessarily large amounts of water in bubblers and toilets. Systematic checks on faucets, drinking fountains, toilet-stool valves, lavatories, and showers are advisable. A seemingly small trickle of water from a faucet or toilet will waste from 4 to 100 gallons of water each day. It is not a bad idea to take a meter reading on say, Saturday, Sunday, and Monday mornings to check the flow of water through the pipes. If no toilets or faucets are used and a flow is recorded, search should be made for the cause of the leakage.

2. *Fuel.* In northern climates, fuel waste is a source of heavy expense. It is well to determine whether the boiler is properly fired with the right kind of coal. Black smoke is a common sign of incomplete combustion and of waste. If oil or gas is burned, the burners should frequently be adjusted to cut down excessive use.

3. *Lights.* Use plenty of light in classrooms — the eyesight of children is precious. But it is necessary to turn out lights when not needed and to check frequently against this waste.

4. Waste of school supplies is bad, but waste of janitors' tools, cleaning materials, and finishes is inexcusable. Use enough cleaners and soaps, but no more. Watch misuse of toilet paper, liquid soap, and paper towels, and report to the principal and the pastor. Use the cleaning tools properly. It is a shame to use a fine floor brush for sweeping outdoor walks and stairs. Use mops, dusters, cloths, etc., properly to do a good job.

5. *Proper Use of Time.* Much waste may occur from unsystematic use of time — loafing around the boiler room, gossiping (perhaps uncharitably) with teachers and parishioners. A plan of daily and weekly work, systematic methods of firing, sweeping, and dusting — all enable the school custodian to do his work without undue rushing or fatigue. When a custodian is on duty his time belongs to the school and should be used to the best advantage.

Entrance to the Law Building, University of Notre Dame.

New Liberal Arts Building, Seattle College, Seattle, Washington.

Maintenance of Hand Fire Extinguishers

Fire extinguishers, to be instantly available for use at all times, must be properly recharged and inspected. The date of recharging should be noted on the tag provided for that purpose, along with the name or initials of the man doing the work.

Fire-insurance underwriters recommend that only recharging materials and replacement parts furnished by the manufacturers of the extinguishers be used in service work. Full instructions for recharging the various types of extinguishers are given on the labels and they should be followed to the letter.

When the 2½-gal. units are recharged, all parts should be washed thoroughly in water and the water drained through the hose. The shell should be examined to make certain it is sound at the seams, for, after all, it is a pressure container. The head gasket and hose should be examined for signs of deterioration, and the strainer should be cleaned.

When the cap is screwed back on the shell, the worker should make certain that at least four threads are engaged. A small amount of vaseline may be placed in the threads to make the task easier and facilitate removal for the next recharging.

All chemical solutions should be mixed in clean containers and not in the shell of the extinguisher, and the container should be carefully rinsed before being used for a new solution.

Only liquid obtained from the manufacturer should be used in the vaporizing-liquid type of extinguisher. The use of commercial carbon tetrachloride, which may contain some water or chemical impurities, is likely to damage the interior of the extinguisher or, if used on live electrical equipment, endanger the operator.

Directions for Inspecting and Recharging Extinguishers

Soda-acid:

Recharge annually. If exposed to temperatures below 40 deg. F., place in suitably heated cabinets. Do not mix antifreeze crystals with the solution.

Foam:

Recharge annually. Antifreeze ingredients should not be added to the solution and if exposed to temperatures below 40 deg., extinguishers of this type should be kept in suitably heated cabinets.

Vaporizing Liquid:

Recharge after use and keep unit filled at all times. Test action of pump by discharging a portion of the liquid into a clean, dry container. The test liquid can be poured back through the filler opening. Guard against overfilling. No lubricants should be used on the piston of this type of extinguisher, nor should any water be placed in it.

Loaded stream:

Recharge after use; inspect annually to see if container is filled and that hose and gasket are in good condition. Weigh carbon-dioxide cylinder and replace it if it has lost one half an ounce. Extinguishers of this type may be exposed to temperatures as low as 40 deg below zero F.

(Concluded on page 10A)

FIRE EXTINGUISHERS

(Concluded from page 294)

Carbon dioxide:

Recharge after use; inspect annually to note if seal is intact. Weigh the unit to make certain weight is equal to that stamped on it. Loss of 10 per cent in weight indicates the need for recharging.

Antifreeze, pump tank:

Recharge after use; inspect annually to make certain it is filled to filling mark. Test pump action by operating pump for several strokes, directing the stream back into the tank.

Antifreeze, other types:

Recharge after use; inspect annually to see if container is filled and that hose, gasket, etc., are in good condition. If carbon dioxide is used for pressure, loss of one half an ounce in the weight of the cylinder is cause for replacing it with a new one.

ROUTINE CLEANING OF TOILETS

Mr. Eugene O. Olson, editor of the *Iowa Custodians' News Letter*, suggests 10 procedures for the routine cleaning of school toilets as follows:

1. Flush all toilets and urinals before starting to clean. Check the water flow and detect any needed repairs.

2. Clean lavatory bowls and metal. A sponge or turkish-towel cleaning cloth may be used. Use a liquid scrub soap, unless there are obstinate stains, when a small amount of scouring powder may be used. Clean the outside of the bowl as well as the inside, getting off that dark stain next to the faucets. Clean the metal also on the faucets.

3. Clean the urinals next. Use the pocket mirror to look into the places not visible from the front. Use the scale remover when necessary. If daily cleaning is practiced, the scale remover will not be necessary more than twice a year. Use liquid scrub soap and powder when absolutely necessary.

On full-length urinals, remove the screen from the drain, and clean the pipe leading to the trap. This is where much of the room odors originate. The scale remover may be used to take it off. Clean the metal. The new type metal will need only a wiping off with a damp cloth. The old metal may need to be cleaned with metal polish each time but may be kept nice by going over it with a vaseline cloth each time after the urinal is cleaned. This keeps the metal from tarnishing. (Caution: Do not use scale remover on drinking fountains, lavatory bowls, or other enamel surface with an iron back; most of the trough urinals are enameled.)

4. Clean the toilet stools. First take the mirror and look for encrusted scale under the rim outside of the stool. Remove the scale with the scale remover. Clean the inside and the outside of the stool with liquid scrub soap, or in case of an obstinate stain, use a small amount of powder. Clean the seat, both top and bottom, and dry with a cloth. Clean the metal the same as outlined above.

5. Spot walls removing finger marks, pencil marks, lipstick, or any other wall violations.

6. Clean the floors. The method depends upon the kind of floor.

7. We suggest the use of an odorless deodorizer, especially around the stools and urinals.

8. Clean the mirror and glass.

9. Replenish the towels, toilet paper, and soap.

10. Not necessary to use disinfectant or deodorizers when the toilet room is kept clean.

COMING CONVENTIONS

● *Nov. 13–15.* Annual Southern Conference on Audio-Visual Education, at Atlanta, Ga. Walter S. Bell, Board of Education, City Hall, Atlanta, Ga., secretary. ● *Nov. 20–22.* National Council of Teachers of English, at Atlanta, Ga. W. Wilbur Hatfield, 211 W. 68th St., Chicago, Ill., secretary.

State Association Meetings

● Arizona Education Council, at Phoenix, Ariz. *Nov. 13–15.* N. D. Pulliam, 403 Security Bldg., Phoenix, Ariz., secretary. ● Illinois University-High School Conference, at Urbana, Ill. *Nov. 6–8.* Arthur W. Clevenger, 209 Administration Bldg., Univ. of Illinois, Urbana, Ill., director. ● Iowa Industrial Arts Association, at Des Moines, Iowa. *Nov. 6–8.* Wm. D. Mayo, 1503, 48th St., Des Moines, Iowa, secretary. ● Iowa State Teachers Association, at Des Moines, Iowa. *Nov. 6–8.* Agnes Samuelson, 415 Shops Bldg., Des Moines, Iowa, secretary. ● Iowa Vocational Association, at Des Moines, Iowa. *Nov. 6.* H. W. Carmichael, Bd. of Voc. Educ., State House, Des Moines, Iowa, secretary. ● Kansas State Teachers Association, at Hays, Dodge City, Wichita, Topeka, Salina, Pittsburg, Kans. *Nov. 7–8.* C. O. Wright, Topeka, Kans., secretary. ● Maine Teachers Association, at Bangor, Me. *Oct. 29–31.* Dr. Richard B. Kennan, 14 Western Ave., Augusta, Me., secretary. ● South Dakota Education Association, at Hot Springs and Pierre. *Oct. 23–25:* at Watertown and Sioux Falls, *Oct. 30–Nov. 1.* S. B. Nissen, Williams Bldg., Sioux Falls, S. Dak., secretary. ● Texas State Teachers Association, at Houston, Tex. *Nov. 20–23.* B. B. Cobb, 410 E. Weatherford, Fort Worth, Tex., secretary. ● Virginia Education Association, at Richmond, Va. *Nov. 18–21.* Francis S. Chase, 401 N. 9th St., Richmond, Va., secretary. ● Washington Education Association, at Seattle, *Oct. 13.* At Tacoma, *Oct. 13.* At Bellingham, *Oct. 13–14.* At Aberdeen, *Oct. 15.* At Vancouver, *Oct. 17.* At Yakima, *Oct. 20–21.* At Walla Walla, *Oct. 23–24.* At Spokane, *Oct. 24–25.* Joe A. Chandler, 707 Lowman Bldg., Seattle, Wash., secretary. ● West Virginia State Education Association, at Charleston, W. Va. *Oct. 29–31.* R. B. Marston, 1816 Washington St., Charleston, W. Va., secretary. ● Wisconsin Education Association, at Milwaukee, Wis. *Nov. 6–8.* O. H. Plenzke, 404 Insurance Bldg., Madison, Wis., secretary.

Catholic Education News

PERSONAL NEWS ITEMS

New Presidents and Superiors

BROTHER EMILIAN JAMES, F.S.C., M.A., D.PED., is the new president of La Salle College in Philadelphia. He succeeds BROTHER E. ANSELM, F.S.C., LL.D., who has held the position for nine years.

During Brother Anselm's administration, enrollment at the college tripled and buildings were added. He has been appointed principal of the West Philadelphia Catholic High School for Boys, an office he held before he became president of the college.

Brother Emilian James, F.S.C., M.A., D.Ped., New President of La Salle College, Philadelphia.

Brother Emilian has been auxiliary provincial of the Baltimore province of the Brothers for the past three years. He has been a regional officer of the N.C.E.A., secretary of the Pennsylvania C. E. A., and secretary general of the Educational Conference of the Brothers of the Christian Schools.

¶ MOTHER STEPHANIE, who has served 18 years as mother general of the Sisters of the Third Order of St. Dominic, whose mother house is at St. Mary of the Springs' Convent, Columbus, Ohio, was re-elected superior for another three-year term.

¶ MOTHER M. MILDRED, O.P., has been appointed mother general of the Sisters of the Third Order of St. Dominic, succeeding MOTHER M. CESLAUS, O.P.

¶ VERY REV. MOTHER M. EUSEBIA was elected mother superior of the St. Joseph's Province of the Sisters of the Holy Family of Nazareth of Western Pennsylvania, succeeding the late MOTHER MARY IGNATIUS.

¶ SISTER MARY PIUS NEENAN has been appointed president of Fontbonne College, St. Louis. She succeeds SISTER JOSEPH ALOYSIUS GEISSERT, who will become dean.

¶ SISTER M. URIEL, O.P., has succeeded SISTER M. ISABEL, O.P., as president of Albertus Magnus College in New Haven, Conn.

¶ SISTER MARY AMBROSE, B.V.M., has been appointed president of Clarke College, Dubuque, Iowa, succeeding the late SISTER MARY ANTONIA, B.V.M.

¶ BROTHER GERARD, C.S.C., has been named principal of Central Catholic High School, South Bend, Ind.

¶ BROTHER AUSTIN, F.S.C., has been installed as president of St. Mary's College, Moraga, Calif.

¶ BROTHER ALFRED, F.S.C., has been appointed principal of Sacred Heart College, San Francisco, Calif.

¶ DR. JOHN LASALLE MCMAHON, assistant professor of political science at the Catholic University of America, Washington, D. C., has accepted appointment as president of Our Lady of the Lake College in San Antonio, Tex.

Ad Multos Annos

¶ SISTER M. BENEDICTA, oldest member of the Benedictine Nuns, observed, on August 15, the 60th anniversary of her religious vows, while three other Sisters observed their golden jubilees, and another her 25th anniversary. The golden jubilarians are SISTERS M. JOSEPHA, M. AGATHA, and M. AGNES. The silver jubilarian is SISTER M. INNOCENT.

(Continued on page 14A)

Rev. S. Ernest Wiley, Superintendent of Schools, Diocese of Nashville. Principal of Father Ryan High School, Nashville.

Catholic Education News

(Continued from page 12A)

¶ MOTHER M. EVARISTA, provincial superior of the Sisters of Notre Dame at South Euclid, Ohio, and eight of her companions, observed their 50th anniversary in the Order in August. The jubilarians, each of whom received a crown of golden leaves from Archbishop Schrembs, are, besides Mother Evarista: SISTERS FORTUNATA, FIRMATA, THADDEA, WILHELMA, BERCHMANS, ACHATIA, SIXTINA, and LUDWINA.

¶ REV. ALBERT MUNTSCH, S.J., noted writer and lecturer, celebrated, in July, the 50th anniversary of his reception into the Society of Jesus.

Requiescant in Pace

¶ MOST REV. THEODORE H. REVERMAN, bishop of the Diocese of Superior, died as a result of a heart attack recently.

¶ MOST REV. FELIX COUTURIER, O.P., bishop of Alexandria, Ontario, Canada, died recently.

¶ RT. REV. MSGR. JOHN A. MCKEEVER, who was recently awarded a gold cross and chain by the American Automobile Association for his services in organizing the original schoolboy safety patrol in St. Martha's School, Akron, Ohio, two years ago, died recently.

¶ REV. THOMAS C. POWERS, C.M., vice-president of De Paul University, Chicago, Ill., died in July.

¶ BROTHER FLORENTIUS, C.S.C., vice-president of Holy Cross College, New Orleans, La., died August 4. He was a former superior of St. Charles Boys' Home, Milwaukee, Wis., and of Dujarie Institute for the Brothers at Notre Dame, Ind. He was especially noted as a Shakespearean scholar.

¶ MOTHER MARY IGNATIUS, provincial superior of the Sisters of the Holy Family of Nazareth, Mount Nazareth, Bellevue, Pa., died in July, following a long illness.

¶ SISTER MARY ALODIA died at the Convent of the Holy Names, Marylhurst, Ore., just 19 days after the 60th anniversary of her religious profession. Many schools of the Sisters of the Holy Names claim her as former teacher and superior.

Noted Music Publisher Dies

Mr. George Fischer, president and editor for J. Fischer and Brother, music publishers, died on August 23. Mr. Fischer was born in 1870, was educated in the parochial schools of New York City and in the College of St. Francis Xavier, and studied music under several masters. As a young man he entered the business of the music publishing firm founded by his father and in 1906 became president of the firm. He was an outstanding music editor and a leading authority on Catholic music.

SIGNIFICANT BITS OF NEWS

¶ Colegio San Antonio in Callao, Peru's principal seaport, has opened its new building. The school is on the site of the school destroyed in the earthquake of May, 1940.

¶ On September 1, a group of Sisters of Mercy left Pittsburgh to take charge of a school in Puerto Rico, at San Juan. The school and a convent are being built for them by the Capuchin Fathers of the St. Augustine Province, who have charge of a mission there.

¶ An estate adjoining Boston College, Chestnut Hill, Mass., was purchased and presented to the college recently by Cardinal O'Connell. It will be utilized for administration offices, to provide a field house for athletics, and other purposes.

¶ The Sisters of Divine Providence observed this summer the 75th anniversary of the founding of the Order in this country.

¶ The third annual session of the Educational Conference of the Brothers of the Christian Schools was held at St. Mary's College in Winona, Minn., August 4, 5, and 6. The conference was attended by 200 Brothers representing the five provinces of the Order in the United States. Papers read and discussed at the convention centered about two themes: *The Colleges and High Schools in Relation to the National Defense Program* and *Catechetics in College and High School.*

¶ The Sisters of the Presentation have opened a novitiate at the convent in Spring Valley, Ill.

¶ Three young men who eight years ago were among the first students to enroll at Lewis School of Aeronautics, Lockport, Ill., are now full-fledged flight instructors, and are engaged in teaching their schoolmates the rudiments of flying.

WHAT THE COLLEGES ARE DOING

¶ Trinity College, Sioux City, Iowa, has added a new course of studies in rural leadership this fall. It is planned for farm youth who expect to remain on the farm after completing their education, and is calculated to provide them with a cultural background, a scientific knowledge of agriculture, and social experience that will enable them to be leaders in their rural communities.

¶ Webster College, Webster Groves, Mo., has announced special adult-education courses to facilitate compliance with Missouri's new law requiring every teacher to have a college degree by 1948.

¶ The University of Dayton, Dayton, Ohio, is sponsoring a comprehensive plan of defense training. It is a long-range curriculum of technological training which will be of great value in providing professional defense workers, and will fit the student, upon completion of his course, into the technological world that has been developed within the past 20 years.

¶ Rivier College, formerly located at Hudson, N. H., has been moved to Nashua, N. H.

¶ Fordham University has now embarked upon its second century of Catholic higher education in New York. On September 15, 16, and 17 the

(Concluded on page 15A)

Catholic Education News

(Concluded from page 14A)

university brought its year-long centenary celebration to a close. Presidents and leading alumni of more than 500 colleges and universities throughout the world, as well as national, state, municipal, and religious leaders assisted in the ceremonies.

¶ St. Mary-of-the-Woods College in Indiana has this fall begun its 101st scholastic year on its historic campus.

¶ Specialists in the field of social guidance and vocational counseling on the staffs of governmental and private agencies presented a program of lectures to 65 students who were taking intensive training in guidance education at the summer session of the Catholic University of America.

¶ The Catholic University of America Press will soon offer in book form the six radio dramas recently broadcast under the title, *The Land of the Free*. The dramas present an excellent example of Catholic Action in winning the rights all Americans now enjoy: freedom of conscience, political liberty, and equally important economic and social freedoms.

PUBLIC SCHOOL RELATIONS

¶ Free bus transportation for Catholic school pupils in districts where there are sufficient available facilities is provided by the measure which the governor of California signed recently. A bill which would release children up to the sixth grades in public schools for the purpose of receiving religious instruction died as a result of the governor's failure to approve it.

¶ A committee of clergymen is planning a religious education program for children attending Indiana public schools. The committee hopes to have books chosen in time for the program to start in January.

¶ Legislation in Massachusetts providing released time for religious instruction brings the number of states legalizing religious education in the public schools to nine. The other states are Illinois, New York, Iowa, Michigan, Minnesota, Oregon, South Dakota, and West Virginia.

GRADE AND HIGH SCHOOLS

¶ The new Elizabeth Seton High School, conducted by the Sisters of Charity, opened this fall in Pittsburgh, Pa. Sister Regina Claire is the principal.

¶ The schools of the Archdiocese of San Antonio, Tex., have adopted the 12-grade system this fall. There will be eight elementary grades instead of seven, and the work of the first five grades will be spread over six.

LOW POSTAGE ON BOOKS

The postage rate of one and one half cents per pound on books which has, for some time, been in effect by executive order, expires on September 30.

At present writing, bills are pending in Congress to make this rate effective by law. Senator James M. Mead of New York sponsors the Senate Bill (No. 337) and Representative Fred A. Hartley of New Jersey has introduced the House Bill (No. 4103).

Publishers of workbooks, which are so popular in schools, have discovered to their sorrow a joker in the existing rules which requires the book mailed at the low rate of postage to consist entirely of reading matter. This bars a book such as a workbook, which contains even a single line of blank space.

A DIOCESAN SCHOOL REPORT

The Annual School Report for 1940–41 of Rev. Edmund J. Goebel, superintendent of schools for the archdiocese of Milwaukee, just published, shows that Catholic school authorities in that community are wide awake to the needs of modern Catholic education.

The number of Religious teachers in the parochial schools of the archdiocese was increased by 23 during the past school year due to the appointment of additional supervising principals and teachers of music. The number of pupils enrolled in the elementary schools of the archdiocese was 50,628, a decrease of 686 compared to that of the previous year. In the high schools 5581 students were enrolled, a decrease of nine, whereas the previous year had shown an increase of 275.

The report calls attention to the unfortunate situation that less than 35 per cent of the preceding year's graduates of the elementary schools were enrolled in the Catholic high schools. The report does not attempt to explain all the possible causes for this neglect on the part of parents, but readers in other cities should note that an outstanding system of public vocational high schools in Milwaukee are a strong temptation to many parents and students to forego the privileges and shirk the duty of Catholic secondary education, which must be paid for by parents who have already paid for these public school facilities.

The Catholic high schools in the archdiocese, however, do not ignore vocational preparation. Most of them offer courses in occupational information and vocational guidance, in addition to commercial and home-economics courses.

Another progressive feature of the Catholic school system in the archdiocese is provision for mentally handicapped and maladjusted children. The archdiocese employs a psychiatrist and provides a number of opportunity rooms for the benefit of such children. These rooms are in various parts of the city, so that children who need them will not have to go a great distance from home. The superintendent wishes to have more such rooms in rural districts.

New Books

(Continued from page 293)

tant subject of banding birds to find out where they go, when, and how.

Bertha Stevens has provided valuable science material for the teacher of grades 1 to 4 in *How Miracles Abound* (John Day, $2.50). Dealing with such things as a star, a magnet, a lima bean, and a goldfish, she provides basic information in science and ideas for teaching which should go far beyond those of formal textbooks. Sometimes she may overreach herself; one doubts that the boy who wrote,

> I cannot think the wonder
> Of all the things in force,

knew what he was saying, and may fear that he was laying a groundwork for that high-sounding use of words which mars much literary dabbling with science. But Miss Stevens' basic contribution is one which most teachers will welcome.

There are two notable additions to the short list of science books for small children. One is *Let's Go to the Seashore*, by H. E. Huntington (Doubleday, Doran, $2). Here is a textbook which six-year-olds can understand, with pictures of seashore animals and plants which surpass those in any other book for children. Now and then Mrs. Huntington tackles an inherently difficult subject, such as tides, and makes a questionable simplification; more often, she succeeds in combining complete accuracy with simple words and sentences which have the quality of blank verse. Like *Let's Go Outdoors*, by the same author, this is a nature book to be treasured in school, public, and home libraries.

In My Mother's House, by A. N. Clark (Viking, $2), is an equally fine book on Pueblo Indian life for children of six to eight; it may be read to those of four or five years. Mrs. Clark knows Tesuque Indians and writes with rare charm; as a boy of eight remarked, her characters "talk like I think." Illustrations in line and color by Velino Herrera combine realism with Indian design most effectively. This, too, is a book for all sorts of libraries and it will appeal to adult readers as much as to children.

A little more advanced is *Whisk, the Story of a Chipmunk*, by D. M. Stearns (Farrar and Rinehart, $1), though it has been read successfully to a preschool child. Like Mr. Stearn's *Sniffy*, the skunk, the chipmunk is a common animal whose ways are worth knowing. The book will be welcomed by teaching Sisters in the first three grades, where children constantly ask questions about the living world.

The Keeper of the Gate

By Sister Margaret Patrice, S.S.J. Cloth, 78 pp. 95 cents. The Bruce Publishing Co., Milwaukee, Wis.

The genius of Sister Margaret Patrice is well illustrated in her choice of titles for her books. St. Joseph, the hero of this true story for children, is the Keeper of the Gate. The story is the familiar one of the Holy Family, and especially St. Joseph's part in the plans of Divine Providence.

Youth in a Catholic Parish

By Brother Augustine McCaffrey, F.S.C. Paper, 310 pp. The Catholic University of America Press, Washington, D. C.

This doctoral dissertation analyzes the findings of a comprehensive census of the unmarried youth, between the ages of 16 and 24, in an outlying parish of a large eastern city. The study sought to determine the (*a*) relations of youth to the parish, (*b*) the leisure activities of the young people, (*c*) home situations and relations, (*d*) the extent and character of religious attitudes and practices, (*e*) the school and educational status, (*f*) the employment and economic situation. The approach throughout the investigation was that of the social worker and moralist, and probed the reasons for the conditions found. From the standpoint of the youths themselves, the difficult problems seem to center around moral practices and sex relations, and the attainment of economic independence by means of permanent employment. From the standpoint of the parish, the greatest need seems to be the development of more recreation under parish auspices, the development of religious education of a "painless" type, and opportunities for the pastor and his curates to meet young people and, above all, to advise them.

The study suggests, both by direct recommendation and by implication, the vast need of greater attention, more thorough understanding, and more sympathetic handling of young people and their problems. The parish through its pastors, the school through its teachers, and the home through the parents, have new and important problems that can be solved only by close, intelligent, cooperative action.

Man the Nature Tamer

By Nida and Adams. Cloth, 431 pp., illustrated. $1.64. Henry Holt and Co., New York, N. Y.

A textbook in social science for the grammar grades. Develops the history of man's progress in utilizing the forces of nature from the supposed life of cave men to that of today.

Science of Living Things

By Clinton G. Weymouth. Cloth, 542 pp., illustrated. $1.84. Henry Holt and Co., New York, N. Y.

A textbook in biology which seeks "to acquaint the student with biological principles which would be of great value in solving everyday problems of living—and to meet the needs of the everyday citizen."

Modern Higher Plane Geometry

By Arthur S. Winsor. Cloth, 214 pp., illustrated. $2.25. The Christopher Publishing House, Boston, Mass.

A college textbook. It gives first a rapid review of the plane geometry learned in high school, then proceeds to a practical study of advanced plane geometry. Two important features are: A complete treatment of analysis, and a detailed discussion of the theory of the escribed circles of a triangle. The work is intended to be "a proper choice and arrangement of the more recent ideas, and a brief, connected, and comprehensive survey of geometry for college students."

(Continued on page 18A)

New Books

(Continued from page 16A)

Fear Not, Little Flock

By Rev. George Zimpfer. Cloth, 271 pp. $2.75. The Bruce Publishing Co., Milwaukee, Wis.

This is, perhaps, an unusual kind of spiritual book. Written especially for nuns, it does "not attempt the inculcation of piety but rather a reasonable interpretation of the religious life in some of its more important aspects."

"Convent life," says the writer, "has possibilities of happiness unguessed by those who have not chosen its renunciations. But there is no surer way to strangle these possibilities than to think holiness equivalent to an avoidance of life."

Father Zimpfer's purpose is to help the reader to attain holiness, not by despising or avoiding life, but by living it according to her state.

Singing Sisters

By Laura Long. Cloth, 270 pp. $2. Longmans, Green and Co., New York, N. Y.

The life of Alice and Phoebe Cary in story form.

Elbow House

By Julia Carson. Cloth, 134 pp. $1.50. Longmans, Green and Co., New York, N. Y.

A story intended for high school girls.

The Growth of Democracy

By McGuire & Rogers. Cloth, 446 pp., illustrated. $1.32. The Macmillan Company, New York, N. Y.

This is the eighth book in The Democracy Series edited by Cutright and Charters. It consists of a history of democracy in Europe and America with stories from history, radio dramatizations, etc., compiled with the purpose of explaining concretely the principles of democracy so that a grade school pupil will make them a part of his own convictions.

The book certainly will prove extremely interesting to children and will, no doubt, accomplish its purpose. The authors, however, sometimes forget that they are writing for children and not for adults.

In one chapter, the readers are warned of the danger of half-truths or statements taken out of their context. We think that warning should apply to the classification of "the higher ranking officers of the Church with the nobles" (page 55).

The Meaning of Democracy

By Russell and Briggs. Cloth, 427 pp. $1.48. The Macmillan Company, New York, N. Y.

A textbook for high schools.

Problems of American Democracy

Reproduced from typewritten sheets. 29 pp. 50 cents (no stamps accepted), New Jersey State Teachers College, Upper Montclair, N. J.

A list of Visual and Teaching Aids, compiled by the staff of the college. The items listed include charts, exhibits, films, graphs, maps, pictures, recordings, etc. Intended for teachers of junior and senior high schools and junior colleges.

Directed Spelling Activities

By Emmett A. Betts and Mabel L. Arey. Illustrated workbooks for spelling. *On Our Way* (grade 2); *Moving Up* (grade 3); *Down the Path* (grade 4); *Finding New Ways* (grade 5); *Clearing the Ground* (grade 6); *New Frontiers* (grade 7). Each book is listed at 24 cents, except *New Frontiers* which is priced at 28 cents. American Book Company, New York, N. Y.

These illustrated workbooks are based on the authors' research in grade placement of words and methods of teaching spelling. Nine new features claimed for the books are: (1) A positive approach stressing "Words I Know Now," concentration of the pupils own words, etc. (2) Story units with imaginative appeal. (3) Suiting the vocabulary to the student's experience. (4) Recognition of special difficulties. (5) Spelling rules. (6) Integration with reading, writing, etc. (7) Establishing good dictionary habits. (8) A multiple review program. (9) Proper vocabulary selection.

Unto the End

By William J. McGarry, S.J. Cloth, 328 pp. $3. The America Press, New York, N. Y.

Christ's discourse on love and his high-priestly prayer form the subject matter of this impressive series of meditations. Valuable especially for Lent and Holy Week, the book is attractive for recalling at all times the divine love of the Master in all his relations with men.

Honey From the Rock

By Larry E. Wallace. With drawings by M. L. Wallace. Paper, 32 pp. 25 cents. The Catechetical Guild, St. Paul, Minn.

Beautiful drawings, adequately reproduced, characterize this book on the symbolism of the Holy Eucharist. The accompanying notes provide a useful overview of symbolism.

It's Fun to Make Things

By Martha Parkhill and Dorothy Spaeth. Cloth, illustrated, 172 pp. $2. A. S. Barnes and Company, New York, N. Y.

This beautifully made book shows how to make useful articles from inexpensive and scrap material. The clear and simple explanations touch painting, metal- and woodwork, sewing, gardening, raffia weaving, pottery, party favors, leathercraft, etc. This practical book will be of interest to individuals, groups, craft clubs, and their teachers and leaders. Incidentally the drawings will be useful for blackboard decorations.—*K. J. H.*

Jud Goes Camping

By Bernard S. Mason. Cloth, 9¼ by 7¼ in., illustrated, 86 pp. $2. A. S. Barnes and Company, New York, N. Y.

In this book the editor of the *Camping Magazine* writes in story form about a camping trip of an eleven-year-old boy. Jud learns by the mistakes he makes and by the explanations and advice of his father who is an experienced camper. Boys will be delighted with this well-illustrated book and camp leaders, recreation directors and other leaders and teachers of young

(Continued on page 20A)

New Books

(Continued from page 18A)

people will find it useful for arousing interest in camping. — *K. J. H.*

Fundamentals of Plant Science

By Sister Mary Ellen O'Hanlon. Cloth, xii–488 pp. $4.25. F. S. Crofts & Company, New York, N. Y.

This book sets up a new standard of utility for college texts in science. It provides an inclusive, general course for first-year students who expect to take the subject purely for its cultural values. The treatment, however, is sufficiently inclusive, particularly in Part II, so that professional students will find the work ample as an introduction both to the basic science and its practical applications to occupational uses.

Part I embraces the fundamentals of plant science and Part II takes up the broader general principles of the subject, with special emphasis on such topics as genetics, organic evolution, and botanical history. The book is very fully illustrated with original drawings, and each chapter is supplemented with a summary, a bibliography, and a carefully balanced set of suggestions for further study and discussion. A glossary and a complete index are provided.

Education in a World of Fear

By Mark A. May. Cloth, 74 pp. $1. Harvard University Press, Cambridge, Mass.

The problem with which the book concerns itself, briefly put, is this: How shall we dissolve our fears and anxieties over and protect ourselves from the dangers without and within that are threatening democracy?

It is pointed out that our military program is being well organized to resist external aggression and threats, and is receiving the enthusiastic support of all groups and institutions of the nation including education.

Education is our best defense against threats from without and dangers from within. For it is up to education to provide the intelligent leadership that is needed to guide the nation through the present crisis, but intelligent leadership is only one source of security in these troublesome times. Education for a crisis should: (1) train youth to control their anxieties and hold them proportional to the reality of the danger by using all of the safety devices that society has provided including wise leaders, religion, the police force, the military machine, organizations, insurance policies, and the like. But good education will go farther. (2) It will provide man with a maximum of self-confidence, self-reliance, and self-assurance for man's security is ultimately in himself. (3) Thus education will emphasize something broader than industrial training; it must emphasize vocational training for the development of the whole man.

In many respects the author deserves credit for his approach to the solution of the problem, especially when he urges: (1) that the people of the country begin to use reason instead of rationalization and to face facts squarely and courageously; and (2) that education be organized to promote the development of the whole man instead of a narrowly trained individual.

However not all Americans will nod with approval at everything said in this book. With good reason, some will deny that a full and objective consideration of facts discloses that the Christian Front and the League for Social Justice are a menace and threat to democracy and are to be ranked with Communism and German Bunds and the rest of the army of the eternally discontent within our boundaries. Then, too, it seems rather imprudent, in one breath, to describe religion, insurance policies, and the police force as devices provided for society for the use of youth in controlling their anxieties. Moreover, the belief that the ultimate security of man is to be found in himself runs counter to the ideals of the nation that says "In God we trust." He would have been more correct had he said that the present crisis should teach man that his ultimate security is to be found in his Creator, from whom all life and being proceeds. This would have given a center of gravity to his system.

The Catholic Press in the World Today

Proceedings of the National Catholic Educational Press Congress. 114 pp. $1. Marquette University Press, Milwaukee, Wis., 1941.

Here are 14 speeches that should be read by every Catholic, especially by every teacher.

J. L. O'Sullivan, dean of the college of journalism of Marquette University and director of the Catholic School Press Association, in his introduction to the book, makes three important and vital observations:

"Reading of numerous Catholic student publications has convinced me that many of them furnish a comparatively clear and accurate view of our times.

"Today in the Catholic student press will be found much information that will help guide us out of the confused and chaotic condition that exists in most fields of education in the United States.

"Among our younger Catholics there is a growing appreciation and understanding of the press and its responsibilities which will result in a wider and keener reading public among the Catholic people."

Dean O'Sullivan's remarks demand a full understanding of the press and its place in the Catholic way of life by teachers and advisers for the welfare of the Church today.

The main addresses are: "Union of the Catholic Press in the Doctrine of Christ," by Rt. Rev. Peter Wynhoven; "Catholic Journalist's Need for a Sound Grasp of Scripture, Theology, and Philosophy," by William H. Gharrity; "The Catholic Press and the Power of Truth," by Rev. Wilfred Parsons, S.J.; "The Catholic Press and Peace," by Rev. Howard J. Carroll; "What About Communism?" by William Ryan; and "The Opportunities of the Catholic Press," by Rev. Benjamin Masse, S.J.

Of special interest to advisers of publications are the discussion speeches on the Catholic school newspaper and magazine, the Catholic school press in the South, the Catholic Press and Racism, Liturgy and the Press, Poetry, and guidance for student poets. — *R. S. F.*

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These are Nos. 5 and 6 of the new series of 10 dynamic pamphlets written by Rev. Martin J. Scott, S.J. Single copies, 10 cents. Reduction for quantities. The America Press, New York, N. Y.

The World Calendar

An explanation of the proposed new *World Calendar*, distributed by The World Calendar Association, 630 Fifth Avenue, New York, N. Y.

That Boy! A Story of St. Gabriel, C.P.

By Brother Ernest, C.S.C. Illustrated by Brother Hilarion, C.S.C. Cloth, 134 pp. $1. Dujarie Press, Notre Dame, Ind.

Brother Ernest has turned from fiction for youth to hagiography for the same age. *That Boy!* is the life of Francis Possenti, son of the Grand Assessor of the Supreme Court of Spoleto. Joining the Passionist Order in Morrovale, in six years Francis became a saint. How he arrived at a degree of sanctity which placed him on our altars is told graphically and with appropriate and interesting detail in the 14 chapters of these 134 pages.

Scattered throughout the book is the story of the miraculous picture of Our Lady of Spoleto and several miracles wrought through her intercession are enumerated. It was through her gentle command that Francis Possenti, the future St. Gabriel, C.P., became a religious, for, as he looked on the picture carried in procession, she asked him point blank, "Francis, why dost thou tarry in the world? Arise, make haste, and become a religious."

The interest of the book is heightened by Brother Hilarion's many clever pen sketches which very nearly approach the artistry of masterpieces of line.

In this materialistic era it is hoped that this beautiful life will redirect the thoughts of the youth who read it to the "first things first." For surely, from the throne of God above, St. Gabriel,

(Continued on page 22A)

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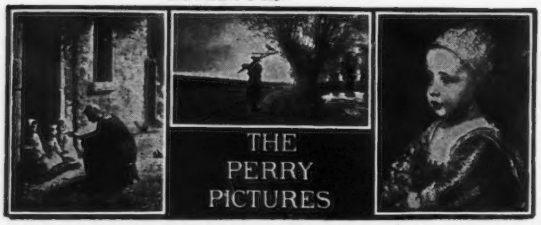

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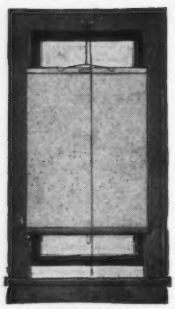

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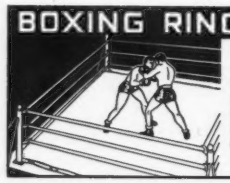

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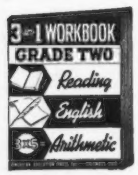

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New Books

(Continued from page 20A)

who but a short time ago was an impetuous, hot-tempered, pleasure-loving boy who defied his playmates, will look down upon the readers of his life and help them over their personal hurdles in these hurdle-strewn times. — *S. M. S.*

We Know the Mass — For Home, School and Church

By Catherine Beebe. With Illustrations by Rob Beebe. Paper, 80 pp. 50 cents. St. Anthony's Guild Press, Patterson, N. J.

We have here a simply presented, beautifully illustrated exposition of the Holy Sacrifice. It is easy to read, easy to understand, and practical, for it follows the priest and acolyte prayer for prayer, and action for action. Thus the Mass unfolds naturally for the child, in all its beauty and meaning. The full-page pictures in red and black depict the several stages of the Mass, from the children's coming to church, the lighting of the candles, the *Introibo*, and on to the prayers after Mass. A truly worth-while achievement of the author, the illustrator, and the printer. — *S. M. S.*

The Children's St. Francis

By Catherine Beebe. With Illustrations by Rob Beebe. Paper, 80 pp. 50 cents. St. Anthony's Guild Press, Patterson, N. J.

That no saint is more universally loved than the gentle saint of Assisi seems to be granted by Catholics and Protestants alike. But no group finds him closer or easier to understand than do children. Here, then, is a book which will delight their hearts. Its pages are full of color, and the story retells just those events which will make a salutary and lasting impression on youthful minds — the taming of the Wolf of Gubbio, the preaching to the birds, and the first Christmas Crib. We owe a debt of gratitude to Mr. and Mrs. Beebe, for they have done much to supply children with beautiful and appropriate Catholic books. May they continue to do so and "God speed them." — *S. M. S.*

A Life of Our Lady for Children

By D. M. Anderson. Paper, 36 pp. 15 cents. Our Sunday Visitor, Huntington, Ind.

The life of the Blessed Virgin from her birth to her assumption in heaven told in language suitable for children from the fourth grade and up, but told in phrases so full of unction and love of our Blessed Mother that the reader is deeply moved. It is to be regretted that the little booklet is printed in small type and contains not one illustration. A few pictures of our Blessed Mother of the *Little Messenger* type would greatly enhance the interest of the story. — *S. M. S.*

Book of Why's

By Rev. Richard Felix, O.S.B. $1. Published by Defenders of the Faith, Conception, Mo.

In this collection more than 400 questions concerning religion, asked by non-Catholics, are answered in popular language.

O Sing to God

By Charles Gounod. For three trebles, soprano solo, and organ.

A fine chorus easily mastered.

"Transeamus"

By Jos. Schnabel, arr. by Paul Tonner. For solo or unison and four mixed parts. English and Latin text.

Stately and full.

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Jesu Dulcis Memoria
Ave Verum

By E. G. Klaphake. 15 cents each. McLaughlin & Reilly Co., Boston, Mass.

For soprano, tenor, bass, and organ. These two numbers look like an opus I. The first has disturbing harmonic liberties and the second is a choral misfit, not to say impossibility. It will, however, do well for equal voices (best for baritone and two basses) without organ.

Medieval and Renaissance Music

A neatly bound volume offering 25 selections from the concert repertory of the Pius X Choir of New York. The selections are for two, three, and four voices and chiefly of historical interest. McLaughlin & Reilly Co., Boston, Mass.

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NEW VICTROLA HAS "MAGIC BRAIN"

The latest RCA Victrola is equipped with a Tandem Tone Arm, by which two sides of a record are played without turning the record over. Thus two hours of uninterrupted music are provided by one setting, and, when all the records are played, the instrument is stopped automatically.

The Magic Tone Cell, another feature of the new Victrola, is a wire filament designed to eliminate at the source all needle chatter. And the usual needle has been replaced by a permanent jewel sapphire point.

SCHOOL UNIFORMS "VITALIZED" FOR NEW LIFE

Graubard's, one of America's largest school outfitters, announces a new fabric which they are now employing in the manufacture of uniforms. The new "Vitalized" fabric is said to be noncrease, nonshrinkable, nonstretch, durable, long wearing, low in price. It is said to have a permanent finish and possess better wearing qualities than serge. All uniforms are available in other materials if desired. For samples, write to Graubard's, 899–901 Broad Street, Newark, N. J.

GEOGRAPHIC SCHOOL BULLETINS AGAIN MADE AVAILABLE

The National Geographic Society will resume publication, early in October, of its weekly bulletins for the school year 1941–42. These bulletins help to keep teachers informed of geographic changes in all parts of the world — altered boundaries, explorations, new place names, economic developments. They interpret world news of peoples, places, industries, and customs.

For those unacquainted with the bulletins, it is stated that they are sent to teachers during the 30 weeks of the school year. Each issue consists of five bulletins, printed so they may be detached and filed, or assembled and bound.

Teachers, librarians, college and normal school students wishing to receive the *Geographic School Bulletin* for the 1941–42 school year should mail their request to the headquarters of the National Geographic Society at Washington, D. C. A remittance of 25 cents to cover mailing costs for the 30 issues should accompany the request.

A PENCIL WITH A THOUGHT

"A pencil with a thought makes millions think" is the thought behind the production of the new Lifetime Metal Compact Prayer-Text Pencils which many Catholic schools are distributing to their pupils.

These pencils are full length when in use and compact for carrying with no sharp point exposed. They consist of a 3½-in. lead pencil refill in a metal extension holder. An ordinary pencil stub serves as a refill. The message consisting of prayers such as the Our Father, the Hail Mary, etc., cannot wear away because it is under a celluloid cover.

The manufacturers will be glad to send to any school or organization a generous supply of samples of these pencils with an explanation of liberal terms by which an organization can distribute them. Write to Lewis-Gould, P.O. Box 38, Station K., New York, N. Y.

Index to Advertisements